

XIth INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION

CONVENED
BY UNESCO AND THE I.B.E.

PROCEEDINGS AND RECOMMENDATIONS



1398

GOUVERNEMENTS
REPRESENTED AT THE CONFERENCE

Argentina, Australia, Austria, Belgium, Bolivia,
Brazil, Bulgaria, Burma, Chile, China, Colombia,
Czechoslovakia, Dominican Republic, Ecuador, Egypt,
Finland, France, Greece, Guatemala, Holland,
Honduras, Hungary, India, Iran, Iraq, Italy, Lebanon,
Luxemburg, Monaco, New Zealand, Norway, Pakistan,
Panama, Poland, Portugal, Roumania, Salvador, Siam,
Sweden, Switzerland, Syria, Turkey, United Kingdom
of Great Britain and Northern Ireland, United States
of America, Venezuela, Yugoslavia.



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Luxemburg, Monaco, New Zealand, Norway, Pakistan,
Panama, Poland, Portugal, Roumania, Salvador, Siam,
Sweden, Switzerland, Syria, Turkey, United Kingdom
of Great Britain and Northern Ireland, United States
of America, Venezuela, Yugoslavia.

UNESCO
AVENUE KLÉBER, 19
PARIS

INTERNATIONAL
BUREAU OF EDUCATION
GENEVA



HERBERT W. H. ABRAM

Date 10.1.05

Acct. No. 10905

INTRODUCTION

The Eleventh International Conference on Public Education was held in Geneva from 28 June to 3 July 1948.

The United Nations Educational, Scientific and Cultural Organisation and the International Bureau of Education, who had agreed to convene this Conference conjointly, had previously addressed the following communication to the various Governments inviting them to participate in it :

Sir,

On 28 February 1947 the United Nations Educational, Scientific and Cultural Organisation and the International Bureau of Education signed an agreement providing for close co-operation between the two Organisations in the fields of common interest.

In virtue of this agreement our two Organisations, convened, conjointly, the Tenth International Conference on Public Education, which was held in Geneva from 14 to 19 July 1947, and at which 42 countries were represented.

We have the honour to inform you that the United Nations Educational, Scientific and Cultural Organisation and the International Bureau of Education have decided to associate themselves once more in convening, conjointly, the Eleventh International Conference on Public Education. This Conference will open at Geneva, at the headquarters of the International Bureau of Education, on 28 June next, and will last a week.

This Conference will, like the preceding conferences, be essentially technical in character. It will, on the one hand, enable an exchange of information to take place on the present features of the educational movements in the various countries ; and, on the other hand, it will afford an opportunity for studying, on an international plane, a certain number of educational problems which are of present interest and have formed the subject of enquiries or study on the part of the United Nations Educational, Scientific and Cultural Organisation and the International Bureau of Education.

The agenda of the Eleventh Conference will include the four following points :

1. Concise reports from the Ministries of Education on educational movements during the school year 1947-1948.
2. Educational psychologists.
3. The teaching of writing.
4. Teaching regarding the United Nations and the Specialized Agencies.

The United Nations Educational, Scientific and Cultural Organisation and the International Bureau of Education have the honour to invite your Government to participate in the work of this Conference and to send a delegation of from one to three members, representatives of your Ministry or experts in educational matters.

The list of the states invited to the Conference is annexed to this letter. A commentary on the agenda will be sent you later, together with various preliminary documents and the reports concerning items 2, 3 and 4 of the agenda.

We very much hope that your Government will ensure the success of the Eleventh International Conference on Public Education by accepting the invitation which forms the subject of this letter.

The Secretariat of the Conference is established at the headquarters of the International Bureau of Education (Palais Wilson, Geneva), to which all correspondence should be addressed.

We should be very grateful if you would let us know, if possible before 1 June 1948, whether your Government intends to be represented on this occasion and, if this is the case, if you would inform us of the composition of your delegation and of the name of the person who will be responsible for presenting, under item 1 of the agenda, the report of your country's Ministry of Public Education on the educational movement during the school year 1947-1948.

In order to facilitate the distribution and use of that report, we venture to ask you to be so good as to have it reproduced and to supply us with about 100 copies of it—if possible in each of the two working languages—not later than fifteen days before the opening of the Conference. This would considerably increase the effect of your report and would avoid any loss of time in the exchange of views to which it may give rise.

We have the honour to be, Sir,

Your obedient servants,

Dr. Julian HUXLEY,
*Director-General of the United
Nations Educational, Scientific
and Cultural Organisation.*

Professor Jean PIAGET,
*Director of the
International Bureau
of Education.*

Here is the text of the detailed agenda sent at the same time as the above invitation :

I. — *Concise Reports from the Ministries of Education on Educational Movements during the School Year 1947-1948.*

The experience of preceding conferences has shown the great importance of an annual review of the educational questions which have been the chief concern of school authorities. For this reason each delegation is requested to present a short report on the educational trends during the past school year. The reading and discussion of these reports will enable those taking part in the Conference to obtain a general idea of the progress of education during the past twelve months. These reports will later be reproduced in the *International Yearbook of Education 1948*.

Bearing these considerations in mind, we venture to make the following suggestions, as a guide to the first item on the agenda :

1. In order to facilitate the work of the Conference and to give a certain homogeneity to the contents of the Yearbook, the short report on educational developments should not exceed 3,500 words.
2. It should be limited to events of the school year 1947-1948.
3. In order to improve the organisation of its work, the Secretariat of the Conference would appreciate receiving, before 1 June 1948, a copy of the report on educational developments during the year 1947-1948.
4. The distribution of these reports at the time of their discussion has been a great help in drawing the attention of other delegations to these documents. We therefore urge each delegation to have at least 150 copies of its report roneographed, preferably in French and in English, either in its own country or in Geneva.
5. We should like to suggest the principal points to discuss in the short report and the order in which we should like to see them presented.

1) *School Administration and Organisation.*

- a) Reforms or modifications introduced during the year into the structure of one or more of the various levels : primary, secondary, vocational, higher and adult education.
- a) Modifications introduced in school administration and its branches.

2) *Curricula and Methods:*

- a) Modifications introduced in the curricula of the various subjects and in the methods employed.
- b) Subjects abolished or added.
- c) Development of certain teaching methods.
- d) Use of new techniques in education.
- e) School textbooks.
- Etc.

3) *Teaching Staff:*

Modifications introduced in the status of teachers, their recruitment and their professional training.

4) *Auxiliary and Out-of-School Services:*

- a) Innovations connected with the physical development and protection of the health of schoolchildren.
- b) Extension of the school medical services.
- c) Increase in number of school canteens.
- d) School psychology or guidance services.
- e) Education and welfare of handicapped children.
- f) Youth Movements.
- Etc.

II. — *The Role of Educational Psychologists*

The Sixth Conference on Public Education included in its agenda the question of the teaching of psychology in the training of elementary and secondary school teachers. Previously, the International Bureau of Education had conducted an inquiry into this subject, the results of which were published in 1937. Since psychology is assuming an ever-increasing importance, it appears useful to undertake a new study, to deal this time not with the initial study of psychological questions by teachers in training, but with the part to be played by specialists in educational psychology. Although the services of educational psychology are not yet systematically organized in all countries, there is a strong movement in favour of their creation. This movement will be encouraged and given impetus by recommendations which the Eleventh International Conference on Public Education is called upon to make.

The report on the rôle of educational psychologists which will serve as the foundation to the work of the Conference and which will be distributed at an opportune moment, has been drawn up in accordance with answers to the questionnaire sent to all countries by the International Bureau of Education. Following are the principal points covered by this report :

1. *Purpose of the use of psychology in the schools.*

Discovery of retarded children, examination of maladjusted children, guidance of pupils, etc.

2. *Who is responsible for the practice of school psychology?*

Members of the teaching staff giving full- or part-time service; specialists in school psychology; the number of psychologists belonging to each of these categories.

3. *Psychological examinations in schools:*

The number of pupils examined; date at which these examinations take place.

4. *Methods of examination used by educational psychologists:*

Tests most currently employed in each country.

5. *Status of educational psychologists:*

Selection, salaries, etc.

6. *Preparation of educational psychologists:*

Type and length of studies, degrees required, professional in-service training.

7. *Other points.*

Relations between educational psychologists and school doctors; research in educational psychology; new developments envisaged in the field of educational psychology.

III. — *The Teaching of Writing*

The International Conference on Public Education has already taken up the study of a series of problems of a didactic nature among which we should note the teaching of modern and classical languages, the teaching of geography, of hygiene and of physical training. But all these fields of teaching are in the domain of primary and secondary education, whereas the more extensive field of reading and writing has not yet been touched.

It has seemed very appropriate to include the teaching of writing in the agenda of the next International Conference on Public Education, at a moment when, under the sponsorship of the United Nations Educational, Scientific and Cultural Organisation, an extensive campaign has been started in favour of Fundamental Education.

The teaching of writing, together with that of reading, constitutes the starting point for real school learning and the crusade against illiteracy undertaken by Unesco will surely benefit from the documentation collected, the exchange of views which will take place during the Eleventh International Conference on Public Education and the recommendations which will be proposed in that regard.

The International Bureau of Education has carried out a preliminary inquiry on this subject, the results of which will be communicated to members of the Conference. The inquiry dealt with the following points :

1. *Place given to the teaching of writing*: Kindergarten and primary school classes where it is taught; the number of hours given to this teaching; whether writing is taught simultaneously with reading.
2. *Style of writing required and recommended*: Straight or sloping; with letters joined or separated.
3. *Method of teaching writing*: Preliminary exercises in drawing, modelling, cutting out, manual activities, muscular exercises, etc.; materials used in this teaching; special methods recommended or required.
4. *Special teaching of handwriting style*: manner of teaching it.
5. *Place given to writing in teacher training institutions*.
6. *Other points*: Recent modifications and contemplated changes.

IV. — *Teaching regarding the United Nations and the Specialized Agencies*

As a part of a long-term inquiry into Education for International Understanding, Unesco began in 1947 a study of what is being taught in the schools of Member States regarding the United Nations and its Specialized Agencies. The results of a questionnaire circulated to Governments were summarized in a report to the Second Session of Unesco's General Conference at Mexico City in a document entitled "Teaching Concerning the United Nations and its Specialized Agencies in the Schools of Unesco Member States" (document 2C/60—in English, French and Spanish).

The Mexico City General Conference instructed the Director-General to limit the inquiry in 1948 to teaching about the United Nations and its Specialized Agencies, with a view to intensifying the study into ways and means of improving such instruction.

In order to carry out these instructions, the Unesco Secretariat has asked Governments for further information on such teaching and is collecting and editing the results of these data. Furthermore, it is holding a six-weeks' Seminar near Lake Success in July and August of 1948 on "Teaching about the United Nations and its Specialized Agencies" at which general approaches to such instruction will be discussed, and materials produced by the participants for use in the schools of their own countries. In addition, the Unesco Secretariat is disseminating other important information along these lines and is preparing some materials for school use, particularly on Unesco.

The Joint Commission of the International Bureau of Education and Unesco, responsible for the Agenda of the Eleventh International Conference on Public Education has felt that this meeting would afford an excellent opportunity for an exchange of views on some aspects of instruction regarding the United Nations and its Specialized Agencies, particularly from the point of view of Ministries of Education.

As most of the Governments represented at the International Conference on Public Education will have submitted a written report to Unesco on this topic, prior to the Conference, no documentation is being requested of the representatives to this meeting. The Unesco Secretariat will provide a summary report of its findings to date, and it is suggested that the discussion at the Conference be focused on the following questions :

1. In what ways are Ministries of Education encouraging teaching about the United Nations and its Specialized Agencies ?
2. In what ways are teachers being informed and interested in the United Nations' system as background for teaching ?
3. What aspects of the United Nations should be stressed with pupils up to the age of entrance to universities ? To what extent and in what ways are the Specialized Agencies included in instruction ?
4. What kinds of materials are most urgently needed for such teaching ?

The results of the discussions will be published in order to assist Ministries of Education in intensifying and improving the instruction in schools on the United Nations and its Specialized Agencies, and in order to assist the Unesco Secretariat in its general programme in this field.

Centenary of the Death of Marc-Antoine Jullien of Paris

The Joint Commission of Unesco and the International Bureau of Education decided at its third meeting, which took place in Paris on the 30th January 1948, to take advantage of the Eleventh International Conference on Public Education to honour the memory of Marc-Antoine Jullien, the first proponent of comparative education and international collaboration in the field of education. Marc Antoine Jullien, who revealed to the French-speaking public the work of his close friend Pestalozzi, was born in Paris on the 10th March 1775, and died in the same city on the 4th November 1848.

It was in the pamphlet published in 1817 under the title "*Esquisse et vues préliminaires d'un ouvrage sur l'éducation comparée*" that

Jullien proposed the creation of a *Special Commission on Education* "composed of men responsible for collecting—with the aid of carefully chosen colleagues—material to be assembled and compared by them with a view to a general work on the educational methods of the different States of Europe". This international Commission was to be created with the assistance of several government leaders and with the co-operation of existing educational associations.

Jullien advocated also the publication of an *Educational Bulletin*, "if possible, translated in several languages," which would serve as a bond between all men who deal with "the science of education".

This innovator did not limit his achievement to expressing the idea of inter-governmental collaboration in affairs of education and to setting forth the principles of comparative education. He went further, since he formulated the technique of this new branch and worked out the models of questionnaires used in international educational research.

Unesco and the International Bureau of Education are happy to think that at the time of the centenary of his death, the memory of Marc-Antoine Jullien will be honoured not only in Paris, his native city, but also in Geneva, where he hoped that some day the answers to his international inquiries would be assembled.

* * *

This volume contains the list of the members of the delegations, the proceedings of the meetings, the introductory reports presented by the rapporteurs, Messrs. Dottrens, Carneiro and Parkyn, the text of the recommendations voted by the Conference on the teaching of handwriting, on the development of international understanding among young people and teaching about international organisations, and on the development of psychological services in education, as well as the text of the tributes paid to the memory of Marc-Antoine Jullien.

For a complete documentation on the XIth International Conference on Public Education the following volumes should also be consulted:

The Teaching of Handwriting.

Teaching about the United Nations and its Specialized Agencies.

School Psychologists.

International Yearbook of Education 1948.

The first three volumes contain the results of the inquiries which served as a basis for the discussions; the 1948 Yearbook will contain the reports on the educational movements during the year 1947-1948 presented to the Conference by the delegates of the various Governments.

LIST OF MEMBERS OF DELEGATIONS

ARGENTINA

Mr. Juan Antonio GIRALDES, Consul-General of Argentina in Geneva.

AUSTRALIA

Mr. E. R. WALKER, Chargé d'Affaires of Australia in Paris, President of the Executive Board of Unesco.

Mr. A. J. A. NELSON, Representative in the United Kingdom of the Commonwealth Office of Education.

AUSTRIA

Dr. Olof GIGON, University Professor.

BELGIUM

Mr. Renaat MERECY, Director of the Normal School for the State of Lierre.

BOLIVIA

Mr. Jorge CANEDO REYES, Counsellor to the Legation in Paris.

BRAZIL

Dr. Paulo CARNEIRO, Member of the Executive Board of Unesco.
Professor Arthur DO PRADO, Professor at the University of Brazil.

BULGARIA

Professor Jacques NATAN.
Professor Denŭcho MINTCHEV.

BURMA

Mr. CHO, K.S.M., B.A.B.Ed. (Edin), B.E.S. (i), Director of Public Instruction.

Mr. KAUNG, M.A., B.E.S. (i), Senior Adviser, Burma Students' Organisation in London.

Mr. BA LWIN, B.A., F.R.G.S., K.I.H.

CHILE

Mr. Carlos VALENZUELA, Consul-General of Chile in Geneva (observer).

CHINA

Dr. C. P. CHENG, Member of Research Commission of the Ministry of Education.

Professor LI RUMIEN, National Wuhan University.

COLOMBIA

Dr. Gabriel GIRALDO-JARAMILLO, Former University Professor, Consul-General of Colombia in Geneva.

CZECHOSLOVAKIA

Dr. Josef VANÁ, Director of the J. A. Comenius Institute of Educational Research at Prague.

DOMINICAN REPUBLIC

H. E. Mr. Maurice d'HARTOY, Minister and Consul-General of the Dominican Republic in Geneva.

ECUADOR

Dr. Victor Gabriel GARCES.

EGYPT

Dr. Aziz EL KOUSSI, Assistant Director of the Educational Institute in Cairo.

Mr. Mohamed Fouad GALAL, Professor at the Educational Institute in Cairo.

Mr. Said Mohamed YOUSSEF, Controller of Technical Research.

Mr. Mohamed FAHMY, Permanent Delegate of Egypt to the International Bureau of Education.

Professor Mahmoud K. EL NAHAS, Cultural Attaché and Director of the Egyptian Education Bureau in Geneva.

FINLAND

Mr. Wilhelm SCHRECK, Secretary of the Legation of Finland in Berne.

FRANCE

Mr. Marcel ABRAHAM, General Inspector in charge of the University Service of Relations with Foreign Countries.

- Mr. Louis FRANÇOIS, General Inspector of Education, General Secretary of the National Commission of Unesco.
Mr. Roger GAL, Educational Adviser to the Director of Secondary Education.
Mr. Marcel LEBRUN, Civil Administrator, Director of the Educational Museum.

GREECE

- Professor Jean PAPAGERAKIS, Professor at the Educational Academy of Salonica.
Professor Constantin VASSILAKIS, Professor at the Experimental School of the University of Athens.

GUATEMALA

- Mr. Albert DUPONT-WILLEMEN, Consul of Guatemala in Geneva (observer).

HOLLAND

- Dr. J. H. WESSELINGS, Special Adviser to the Ministry of Education, Arts and Science.

HONDURAS

- Mr. Basilio DE TELEPNEF, Consul-General of Honduras in Berne.

HUNGARY

- Mr. Georges ALEXITS, Secretary of State to the Ministry of Education.
Mr. G. M. VAJDA, Professor, Educational Adviser.
Mr. Nicolas HUBAY, Permanent Delegate of Hungary to the International Bureau of Education.
Mr. Joseph SZÁLL, First Secretary to the Legation of Hungary in Berne.

INDIA

- Mrs. P. JOHARI, Assistant Educational Adviser, Ministry of Education, New Delhi.
Lt. Col. Sohan LALL, Principal, Bureau of Psychology, Allahabad.

IRAN

- Dr. Mehdi VAKIL, Cultural Adviser to the Iran Embassy in France.

IRAQ

- Mr. Yusuf MUHYDDIN, General Inspector of Education.
Mr. Aziz MAHDI, Director of Educational Mission.



Dr. Abdul Hamid KADHIM, Acting Dean, Higher Teachers' College, Baghdad.

ITALY

Professor Giovanni FERRETTI, General Director of Cultural Exchanges at the Ministry of Education.

Mrs. Ada Pia CARUSO, Professor of Education in Rome.

Mr. Tommaso SALVEMINI, Professor of Statistics at the University of Rome.

Mrs. Maria STUPARICH LANZ (deputy).

LEBANON

H. E. Mr. J. MIKAOUI, Envoy Extraordinary and Minister Plenipotentiary of Lebanon in Switzerland.

LUXEMBURG

Mr. J. P. WINTER, Professor, Government Adviser.

Mr. Henri STERGE, Assistant School Inspector.

Miss Anne WILHELMY, Assistant School Inspector.

MONACO

Mr. René BICKERT, Consul-General of Monaco in Geneva.

NEW ZEALAND

Mr. G. W. PARKYN, Research Officer, New Zealand Council for Educational Research.

NORWAY

H. E. Mr. Rolf ANDERSEN, Minister of Norway in Switzerland.

PAKISTAN

Mr. A. LATIF, Deputy Secretary.

Dr. Akhtar HUSAIN, Assistant Educational Adviser.

PANAMA

H. E. Mr. Miguel AMADO, Envoy Extraordinary and Minister Plenipotentiary of the Republic of Panama to the Vatican City.

POLAND

Mr. J. BARBAG, Director of Personnel at the Ministry of Education.
Mr. M. FALSKI, Director of the Bureau of Research and Statistics at the Ministry of Education.

PORTUGAL

Dr. João FERREIRA DE ALMEIDA, General Director of Higher Education.
Dr. FRANCISCO DE PAULA LEITE PINTO, Professor at the Technical University of Lisbon. Director of the Institute of Higher Culture.
Mr. A. FERREIRA DOS SANTOS, Portuguese Consul in Zurich.

ROUMANIA

Miss Magda LAZAR.

SALVADOR

Mr. Albert AMY, Consul of Salvador in Geneva.

SIAM

Mr. Chaem THIPKOMUT, Secretary of Legation.

SWEDEN

Mr. Karl KÄRRE, Educational Adviser.

SWITZERLAND

Mr. Albert PICOT, Chief of the Department of Education for the Canton of Geneva.
Mr. Antoine BOREL, Secretary of the Conference of Chiefs of Departments of Education.
Mr. Philippe ZUTTER, Chief of the Service of International Organisations at the Federal Political Department.
Mr. Robert DOTTRENS, Co-Director of the Institute of Educational Sciences of the University of Geneva.
Mr. Henri GRANDJEAN, General Secretary of the Department of Education for the Canton of Geneva.

SYRIA

Dr. CHATILA, Chargé d'Affaires of Syria in Brussels.
Mr. Izzat NOUSS, Inspector of Syrian Students in Switzerland.

TURKEY

Mr. Osman HORASANLI, Cultural Attaché at the Legation of Turkey in Berne.

UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

Mr. W. R. RICHARDSON, C.M.G., Director of the Information and External Relations Branch, Ministry of Education.

Mr. P. WILSON, Chief Inspector of Schools.

Mr. D. D. ANDERSON, M.C., Chief Inspector of Schools, Scottish Education Department.

UNITED STATES OF AMERICA

Mr. Galen JONES, Director of the Division of Secondary Education, United States Office of Education.

Miss Ruth E. McMURRY, Unesco Relations Staff, Department of State.

VENEZUELA

Mr. Vicente GERBASI, Consul-General of Venezuela in Geneva (observer).

YUGOSLAVIA

Mr. Ratko PLEIĆ, Consul of the R.F.P. of Yugoslavia in Geneva (observer).

ORGANISATIONS REPRESENTED

Observers

UNITED NATIONS

Mr. Duckworth BARKER, of the Department of Public Information.
Mr. Louis GROS, of the Department of Social Affairs.

INTERNATIONAL LABOUR OFFICE

Mrs. Eliane H. BRUNN, Member of the Women's Work and Employment of Young Workers' Section.
Miss Lucie SCHMIDT, Member of the Employment and Migration Section.

WORLD HEALTH ORGANISATION

Dr. F. SCICLOUNOFF, Member of the Secretariat.

PAN AMERICAN UNION

Mr. Galen JONES.

PROCEEDINGS OF THE MEETINGS

FIRST MEETING

Monday, 28 June, at 10 a.m.

Chairmen: Messrs. Albert PICOT and Marcel ABRAHAM

OPENING OF THE CONFERENCE

Mr. PICOT (*Switzerland*) opened the meeting in the name of the Joint Unesco-I.B.E. Commission and welcomed the delegates of the Governments who had accepted the invitation to participate in the XIth International Conference on Public Education. He also welcomed the representatives of the United Nations, the International Labour Office and the World Health Organisation. As first delegate of Switzerland and President of the Department of Education for the Republic and Canton of Geneva, he expressed his pleasure at seeing Dr. Walker, Chairman of the Executive Board of Unesco, who presided the previous year at the Xth International Conference on Public Education, and Dr. Beeby, Assistant Director-General of Unesco, responsible for educational questions, who was paying his first visit to Geneva. He placed this XIth Conference under the sign of the great French forerunner, Marc-Antoine Jullien, and recalled his friendship with Pestalozzi. The delegates would be asked to examine three questions during this Conference: the role of school psychologists, the teaching of handwriting and teaching regarding the United Nations and the Specialized Agencies. They would also examine educational movements in the different countries dealing with the main developments during the past school year. He declared the XIth International Conference on Public Education open and hoped that the town of Geneva, the country of Rousseau and Claparède and the cradle of the International Red Cross, would prove propitious to the work of the Conference, thus continuing its educational and international mission.

ELECTION OF THE CONFERENCE COMMITTEE

Dr. WALKER (*Australia*), as Chairman of the last year's Conference, proposed that Mr. Marcel Abraham, the first delegate of France, should be appointed Chairman. Australia had greatly



appreciated the action of the Xth Conference in choosing its Chairman from the other hemisphere and thought it appropriate to return to Europe on this occasion by asking a representative of France, the country of Marc-Antoine Jullien, to act as Chairman, Mr. Abraham had already done much for the International Bureau of Education and Unesco and had distinguished himself as Vice-Chairman the previous year.

(The appointment of the Chairman was approved by acclamation and Mr. Picot vacated the Chair in favour of Mr. Abraham.)

The CHAIRMAN thanked the Australian delegate for his kind remarks about the French Government. He would try to follow the example set by Dr. Walker as Chairman of the Xth International Conference on Public Education and as Chairman of the Executive Board of Unesco, and also that of Dr. Beeby, who was present for the first time at the International Conferences on Public Education, and who had presided over the Programme Commission of the Unesco Conference at Mexico City. He wished to remind delegates of the interest which Dr. Kuo had shown in the International Conferences on Public Education. Dr. Kuo had just sent a telegram from Karachi saying that, though he was not present in the flesh, he was in spirit. Mr. Abraham accepted his appointment as Chairman as a tribute to the International Bureau of Education, of whose Council he acted as Chairman, and as a tribute to France which was celebrating the centenary of a Revolution this year which was also the centenary of the Swiss Constitution, thus combining harmony with diversity. France was also celebrating this year the centenary of the death of Marc-Antoine Jullien, the father of comparative education, the grand-father of the International Bureau of Education, and, so to speak, the great-grandfather of Unesco. He wished to thank Mr. Picot for the hospitality provided by the Swiss Government and by the Genevese Authorities in connection with the Conference. He recalled that Marc-Antoine Jullien had dedicated one of his works to the Republic of Geneva in the following terms : " Deposited in the Library of Geneva as a tribute of honour to the people of Geneva, who have provided a fine and valuable example of a system of free and liberal public education and an instance of the employment of men's time and wealth more apt to promote the great aim of public prosperity and private happiness than is apparent in most other States." He thanked the representatives of the various nations which had accepted the invitation issued by Unesco and by the International Bureau of Education and hoped that their work and the Conference atmosphere would provide an inspiring example for the world.

He proposed that three Vice-Chairmen should be appointed to the Conference Committee : Mr. Georges Alexits, the Secretary of State

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for Public Education in Hungary ; Mr. Galen Jones, Director of the Secondary Education Division in the United States Office of Education and Mr. A. Latif, Under-Secretary of State, Pakistan.

(This proposal was adopted unanimously.)

ADDRESS BY THE ASSISTANT DIRECTOR-GENERAL OF UNESCO

Dr. BEEBY (*Assistant Director-General of Unesco*) thanked the Chairman for his kind remarks. He observed that there were two things in France which quickly overwhelmed foreigners : wine and compliments. However, he accepted the Chairman's compliments as an evidence of his friendship. On behalf of Unesco, he thanked the Governments who had sent representatives to the Conference, and he was glad to see that, in spite of difficulties, the nations had been able to send personages of a high intellectual standing. He also wished to thank, on behalf of Unesco, the Swiss Government and the Genevese Authorities who were acting as hosts to the Conference. Geneva had an ancient and honourable place in the history of education and seemed a most appropriate spot for an International Conference on Education. He mentioned that this XIth Conference was the second which had been organized jointly by Unesco and the International Bureau of Education. He had read in the reports of the 1947 Conference that Mr. Piaget had considered the relationship between Unesco and the International Bureau of Education as an experimental marriage. He was glad to find that this marriage of convenience had proved to be also a love match. This was particularly pleasing as there was a great difference in age between the partners. Unesco, the young, impulsive and perhaps more practical organisation, and the International Bureau of Education, wiser and more experienced, were finding great advantages in complementing one another's activities. The three publications which had been distributed to the delegates were the first children of that marriage. Two took after their mother and one after the father. As a traveller who, in the past two years, had journeyed round the world, he stressed the value of the interchange of views and ideas on education between nations. Certain countries had already solved problems which were still facing others. Ideas on education travelled slowly and the possibility of transmitting information and opinions from one nation to another was of the greatest value. With its long experience, its surveys, and its Conferences, the International Bureau of Education had already done fine work in this field. Unesco could usefully supplement the Bureau's research work and turn it to more practical ends. In conclusion, he wished the Conference, which he would unfortunately have to leave before the end of the week, all success.

10.1.65

ADDRESS BY THE DIRECTOR OF THE INTERNATIONAL BUREAU
OF EDUCATION

Mr. PIAGET (*Director of the International Bureau of Education*) also thanked the various Governments who had sent delegates to the Conference. With regard to Dr. Beeby's remarks concerning collaboration between Unesco and the I.B.E., Mr. Piaget said that he himself had intended to describe the relations between the two bodies, but his ideas coincided so exactly with Dr. Beeby's remarks that he thought it unnecessary to add anything to the latter. He ventured, however, to emphasize the example of collaboration, cordiality and joint effort offered by these two institutions. He then thanked the Federal Council of Switzerland which, by convoking on its territory the ten earlier International Conferences on Public Education, had set up a tradition. He stressed the technical character of the Conference which would be called upon to draw up recommendations but to impose nothing. In the field of education, example should play a greater part than compulsion, and Mr. Piaget was convinced that different solutions could help to draw the various countries together without implying uniformity. He reminded the meeting that there were four items on this year's agenda. As regards the teaching of writing, he remarked that this was the first time that the Conference would deal with a problem of methodology; such problems were more difficult to discuss in a general conference than were administrative problems. The question of school psychologists was partly new, for the reports of the different countries on this question mentioned in particular plans for the future. The relationship between education and psychology was complex: whereas education was an art, psychology was a science; but though the art of educating implied indispensable innate ability, it could only be developed through the necessary knowledge of the human being to be educated. This was perhaps not a subject over which people were likely to become enthusiastic. However, in a small village of his native canton, where he had formerly been a member of the "school committee", of which the other members were two vine-growers, a railway employee and a tramway employee, the tramway employee stood up and said: "I hear that in America they have invented a method of measuring intelligence. It seems to me that this is the first thing to be done in our own school, where clever pupils are in the same class as the backward ones. It is as though an ox and an ass were yoked to the same plough—impossible to work properly like that!"

The CHAIRMAN gave some practical information on the running of the Conference. The mornings would, in principle, be devoted to the reports of the Ministries of Education, and the afternoons to the examination of the three other items of the agenda. He suggested that the following members should act as rapporteurs: for the teaching of writing, Mr. Dottrens (*Switzerland*); for the rôle of school

psychologists, Mr. Parkyn (*New Zealand*); and for teaching regarding the United Nations and the Specialized Agencies, Mr. Carneiro (*Brazil*).

REPORTS FROM THE MINISTRIES OF EDUCATION

The CHAIRMAN requested that the reports on educational developments should be distributed as soon as possible and asked delegates to have their reports roneoed in the two working languages, if possible. He suggested that questions concerning the various reports should be grouped, so that the rapporteur would be able to reply to all the questions at once.

REPORT FROM AUSTRALIA

Dr. WALKER (*Australia*) introduced the report on educational developments in Australia in the year 1948 which had been distributed to delegates. He referred to the federal constitution of Australia, under which education is primarily the responsibility of the States. However, the Commonwealth Government had recently established a Commonwealth (Federal) Office of Education, which had prepared the report, dealing with developments in the several States and in the policy of the Commonwealth Government.

Dr. Walker then replied to questions put to him by Messrs. RICHARDSON (*United Kingdom*), DO PRADO (*Brazil*), EL NAHAS (*Egypt*), D'HARTOY (*Dominican Republic*), GAL (*France*), KÄRRE (*Sweden*), BA LWIN (*Burma*), CHENG (*China*), VAJDA (*Hungary*), WILSON (*United Kingdom*), LALL (*India*).

He confirmed that Tasmania, which has made great progress in recent years had raised the school leaving age to 16; in New South Wales and Victoria it was 15; in the other States legislation raising the age from 14 to 15 had been passed but not yet implemented, owing to the building problems involved.

Although educational administration had always been highly centralised in each State, an experiment was being made in regional decentralisation in New South Wales.

Teaching was a career profession throughout Australia. Education was largely conducted by the State and most teachers were members of the Government teaching service. Entry into the service was mainly by examination prior to training in special teachers colleges or in universities.

The secondary schools were of various types including technical and commercial courses in addition to the usual academic courses leading to the University and other higher institutions.

Aboriginals living in centres where there was a State school were permitted and indeed required to attend along with White children; but most aboriginals live in reserves or in districts remote from settlement.

The courses of instruction for immigrants were a new experiment. Teachers were mostly seconded from the State education services to the Immigration Department.

Adult education before the war had followed the model of the English system of tutorial classes. During the war the Army Education Service had developed new methods of adult education. The developments mentioned in the report illustrated the tendency for adult education to break out of the traditional framework.

The proposed Institute of Technology in New South Wales was designed to achieve co-ordination of higher technical education and to raise professional standards. There already existed extensive systems of technical education including evening classes in many trades.

The development of Commonwealth assistance to university students had drawn attention to the need for more comprehensive systems of scholarships for pupils of secondary schools. This matter was under consideration but would prove very costly. The selection of students to receive Commonwealth assistance was undertaken by the universities on the basis of past scholastic results. The system was so generous that all with reasonable prospects of passing their examinations were eligible for assistance, provided their parents' incomes fell within prescribed limits.

Correspondence courses for children living in isolated rural districts were well developed.

Since the war, as part of a programme for the development of Papua and New Guinea, new experiments were being undertaken in native education.

Educational and vocational guidance was now provided in all States. Each guidance officer served a group of schools.

(The meeting rose at 12.50 p.m.)

SECOND MEETING

Monday, 28 June, at 3 p.m.

Chairman: Mr. Marcel ABRAHAM

The CHAIRMAN declared the meeting open and stated that several new stands had been opened in the permanent Exhibition on Public Education: 1) a Unesco stand illustrating teaching regarding the United Nations and the Specialized Agencies; 2) a stand arranged by the International Bureau of Education showing the teaching of handwriting; 3) a French stand dealing with Marc-Antoine Jullien and the teaching of handwriting in France; 4) a Swiss stand on school broadcasting; 5) an Italian stand showing the work of the technical schools of applied art. In addition, documents on the activity of Unesco were on view in the Secretariat corridor. He also drew the attention of delegates to the reception which the State Council of Geneva was arranging in honour of the Conference on Wednesday evening.

REPORT FROM BELGIUM

Mr. MERECY (*Belgium*) introduced the report on educational developments from 1947 to 1948, which had been distributed to delegates. He then replied to the questions put to him by Mr. WINTER (*Luxemburg*), Mr. EL NAHAS (*Egypt*), Miss LAZAR (*Roumania*), Mr. GAL (*France*) and Mr. WILSON (*United Kingdom*).

As regards the competitive examination, he stated that although this had been abandoned by the free University of Brussels, there was still competition for students who wished to obtain scholarships.

The educational outline of technical instruction was not yet quite determined, since that instruction was still in the hands of private institutions. The work of unification was continuing, however, and the State was appointing inspectors to visit free vocational schools. The State had also set up pre-vocational schools in connection with the secondary schools.

The inspection of teacher training institutions was carried out by the same inspectors who supervised secondary education. There was a special inspector for education.

School broadcasting was organised differently in the French and the Flemish parts of the country ; it was independent of the Ministry of Education. The National Institute of Broadcasting was also an independent body ; before the war it published a weekly bulletin for teachers.

The medico-pedagogic centres were still being organised, but the work being done in those already functioning was greatly appreciated. There were already two centres near Brussels and one in the Borige ; another was about to be set up near Antwerp.

Holiday parties for workers were a new experiment in the organisation of the spare time and holidays of young workers, the object being to obtain for these workers accommodation at reduced prices in youth hostels, houses belonging to the "Friends of Nature" etc. and to organise journeys and excursions under the supervision of competent leaders.

The reform of primary education, carried out in 1936, was being followed by a reform of Froebelian education, under the influence of the Decroly method which had already affected the training of teachers.

The study of the child's environment was not continued in secondary schools except at the New School at Uccle- near Brussels. There were plans, however, for "extra-mural" educational activities.

A special certificate (the "*brevet de promotion*") which had recently been instituted for primary school teachers, could be obtained after ten years' service and entitled the holder to an allowance throughout the remainder of his career. There were correspondence courses to prepare for this certificate.

THE TEACHING OF HANDWRITING

The CHAIRMAN proposed that the Conference should pass on to item III of the agenda :—the teaching of writing, and called on the rapporteur, Mr. Dottrens.

Mr. DOTTRENS (*Switzerland*) submitted his report on the teaching of handwriting.

The CHAIRMAN congratulated Miss Gampert who had drafted the volume devoted to this question and thanked Mr. Dottrens for his clear, precise and objective report.

GENERAL DISCUSSION

Mr. FERREIRA D'ALMEIDA (*Portugal*) wished to add a few details to the reply from his country to the questionnaire on the teaching of handwriting. About 5 hours per week were allotted to this teaching in each class and the time was entirely occupied by formal exercises.

However, there were other exercises serving to supplement the teaching of handwriting, which was given simultaneously with that of reading. All the special methods known and used in Portugal were logographical. However, before beginners came to writing printed characters in manuscript, they were given some psychophysiological training, in order to ensure that the class was all at the same stage. Teachers were free to choose the systems and methods they thought most appropriate but the special system of teaching, taught in the teachers' training colleges, advocated the use of preparatory writing exercises accompanied by various muscular exercises. The teaching of writing was not continued after the elementary primary school stage except for pupils who hoped to attend the commercial school, in which penmanship was taught. However, the syllabus for the teachers' training colleges included methods of teaching handwriting.

Mr. CHENG (*China*) observed that, in his country, the question of the teaching of handwriting seemed, at first sight, to be very different from the problem in western schools. In practice, however, the problem was not so different. He mentioned that the Chinese manuscript characters were used by a quarter of the world's population. These characters were not only symbols but an artistic expression, and the Chinese would go on practising to improve that art all their lives. Chinese handwriting therefore had a profound educational value. It was quite as difficult for a Chinese to learn western writing as it was for a Westerner to learn Chinese writing, for both were part of a different social and cultural heritage. The basic Chinese characters, which were taught in the two first classes in primary schools, were few in number. Once those characters had been mastered, pupils in the senior classes were able gradually to form more complicated additional characters and to build up the fundamental concepts of the language. Furthermore, as Chinese handwriting was looked upon as an art, children were encouraged to practise that art outside school time. For the same reason, writing in pencil was not permitted in primary schools, for the hard pencil spoilt writing, whereas with the brush it was possible to produce much more delicately thick and thin strokes. Lastly, attempts had been made to establish models or scales of writing but that experiment had not produced satisfactory results and had been abandoned.

Mrs. JOHARI (*India*) enquired whether the emphasis placed on the artistic character of the handwriting was not an obstacle to the teaching of that writing.

Dr. CHENG (*China*) observed that, in his country, the artistic aspect was encouraged but it was not essential. It was impossible to insist on every child being an artist. There were moreover two kinds of writing: one more formal and elegant, and the other, simpler and rather like shorthand, used by pupils when taking notes in class.

Mr. KAUNG (*Burma*) said that the Burmese writing, like the Burmese culture itself, came from Southern India. The first writing, which was engraved on stone, was square; it became round with the introduction of the use of palm leaves. In the monasteries, the children were taught to write by drawing circles and later by transcribing Buddhist texts, which enabled them to memorise the latter at the same time. Writing was considered as something sacred and the children soon learnt that they must neither debase it nor neglect it. One of the difficulties encountered in the teaching of writing was the necessity to teach the children simultaneously Burmese writing and English writing. It had been decided in recent years to teach them first the writing of their own country. At the State College of Rangoon, credit marks had been instituted for writing, according to its beauty, speed, etc. Education in Burma was thus reviving an old tradition.

Dr. HUSAIN (*Pakistan*) remarked that three scripts, English, Bengali and Urdu, originating from three entirely different sources were used in Pakistan. Urdu is regarded as the *lingua franca* of the country and steps are being taken for its introduction as a compulsory language in the schools where it is not the medium of instruction. Urdu writing has two advantages: speed and beauty. It was unsuitable for printing, however, and the texts were usually lithographed. The proposal that typewriters should be used to help the teaching of writing could not be applied to Pakistan for two reasons: firstly, because instead of improving handwriting, it will spoil its beauty. Secondly, typewriters and other costly equipment could not be procured for lack of funds and the non-existence of facilities for their production. Therefore, the Conference, in making its recommendations, should take into account the needs of oriental writings and the problems relating to them, on the one hand as regards the supply of the necessary material, and, on the other hand, as regards the peculiarity of those scripts.

Mr. GAL (*France*) said that the question of the guiding principle behind writing exercises had not been explicitly mentioned in the questionnaire of the inquiry. This was, however, an important point which determined the choice of methods and procedures. If writing exercises really fulfilled a need in children, a sentence method must to some extent be used in conjunction with the functional method already considered.

Mr. PIAGET (*International Bureau of Education*) thought that the recommendation should stress the value of psychological experiments for determining the best method of teaching handwriting. He quoted as an example the experiments tried with young children by making them arrange sticks parallelly either upright or in an oblique position.

Miss WILHELMY (*Luxemburg*) asked for explanations regarding the effect of liaison techniques on the speed of writing and also regarding the transition from script to ordinary writing in the last school years.

Mr. DOTTRENS (*Switzerland*) was convinced that the question of handwriting was not so simple and elementary as might be thought. He had been glad to hear the comments made by the representatives of eastern countries, which had brought to light certain principles that were neglected in western countries. Handwriting was a form of popular art ; it was also one of the few disciplines that were educative. It would therefore be of great value if the western countries would follow the example of China and Burma in reviving the relationship between handwriting considered as a technique and handwriting considered as an art. The brush used in China was indeed a marvellous instrument which allowed of auto-correction. The delegate of France had raised a fundamental question when he pointed out the irreconcilability of two points of view : 1) the traditional method, which imposed the characters of an adult writing resulting in a stereotyped calligraphy which nobody used later on ; 2) the new tendency, in which handwriting was considered as a means of expression, showing the personality of the writer. In attempting to develop this personal writing, one came inevitably to the sentence concept of simultaneous writing and reading. Experience had shown that at the beginning of the teaching, Roman capitals helped the perception and assimilation of forms. Thus, in almost all the present day methods script characters were adopted for the early stages. It is indisputable that a certain incompatibility exists between beautiful writing and rapid writing. Research should be made to discover the normal speed of normal writing at any particular age. It would, moreover be advantageous to use typewriters and shorthand, more widely. As regards liaisons, it might be observed that truly personal handwriting was not always uniformly linked. Anyone could prove, by making the experiment himself, that liaison was not a necessary condition of rapid writing. The latter depended on the capability and the need of the individual. Finally, the teaching of handwriting should not be confined to the lowest classes of primary schools. Research had indeed shown that at the time of puberty, there was a change in the handwriting as well as a change of voice. Exercises should be used at that time to correct and improve the handwriting so that the quality acquired at the primary school could be maintained at the secondary school. Generally speaking, much research should be carried out in the various countries on the fundamental problems of writing and reading. A common road should be found leading to methods which would take account of the speed required for life in society whilst at the same time safeguarding the individual's need of self-expression.

The CHAIRMAN suggested that the discussion on the recommendation regarding the teaching of handwriting should take place on Wednesday. Tuesday afternoon would be devoted to teaching regarding the United Nations and the Specialized Agencies, and Tuesday morning to further reports from various countries.

(*The meeting rose at 6.45 p.m.*)

THIRD MEETING

Tuesday, 29 June, at 10 a.m.

Chairman : Mr. Galen JONES

The CHAIRMAN opened the meeting and took the opportunity to say how much his delegation and his country had appreciated the honour conferred upon him by his appointment as Vice-Chairman.

REPORT FROM BURMA

Mr. CHO (*Burma*) submitted his country's report on educational developments during 1947-1948. He then answered questions from Messrs. EL NAHAS (*Egypt*), CHENG (*China*) and Mrs. JOHARI (*India*).

Mr. CHO explained that at the present time 70% of the population of Burma were able to read and write; that high proportion was largely due to the education provided in Buddhist monasteries. The remaining 30% were not completely illiterate as many of them had an elementary knowledge of how to read. The campaign against illiteracy had been undertaken by the National Association for Adult Education. At present there was insufficient trained staff for the work in Burma. The education of adults was being carried on by means of broadcast courses and, in particular, with the help of the Young People's Associations, who had undertaken the campaign against illiteracy in the villages.

Before the war, there were three types of school in Burma : 1) the vernacular schools ; 2) the Anglo-Vernacular schools in which instruction was given in Burmese and English ; 3) the European schools, in which instruction was given entirely in English. For the Vernacular and Anglo-Vernacular schools, teachers were trained in normal schools, while teachers for secondary schools had to have a University degree and then study education for two years in a Training College of University standard. As a temporary measure, intensive one-year courses of training for teachers had been introduced.

The problem of the language in which instruction should be given in the primary schools was difficult, as Burma had several main dialects and subsidiary dialects, although the principal language was Burmese. Up to the end of the primary stage, the use of

local dialects was permitted in the schools of non-Burmese peoples but the use of Burmese had to be introduced in the second year at school. On the other hand, the use of English was optional in primary schools. At the beginning of the post-primary stage English was introduced as the second compulsory language.

REPORT FROM BULGARIA

Prof. MINTCHEV (*Bulgaria*) submitted the report on educational developments in his country and then replied to questions from Messrs. AKHTAR HUSAIN (*Pakistan*), HORASANLI (*Turkey*), Miss LAZAR (*Rumania*), Messrs. FERREIRA DE ALMEIDA (*Portugal*), VAJDA (*Hungary*), VANÁ (*Czechoslovakia*) and KÄRRE (*Sweden*).

Classes for infants were seasonal and were chiefly held in the country in summer in order to give the peasants' children something to do. At present, attendance was not compulsory. Education up to the age of fifteen was compulsory.

About 14% of the population were illiterate. Students sent abroad generally went to Russia, Czechoslovakia and France. They went either to specialize in their particular branch of study or to train for the teaching profession.

Practical assistance was given to students to enable them to attend the University, and 45% of the students held scholarships.

Sociology was not included in the education syllabus.

The vocational colleges were of the same type as the secondary schools. There was a junior secondary course following the primary stage; attendance at it was compulsory for all children. The vocational schools taught the same subjects as the general schools, but the amount of time devoted to these subjects varied.

A primary school teacher had to take a course of training lasting two years. Secondary school teachers had to attend the university, and also to take an examination in education and the subjects they were to teach.

Instruction in democracy had been substituted for instruction in civics.

REPORT FROM FRANCE

Mr. ABRAHAM (*France*) gave some comments on the French report on the past school year and then answered questions from Messrs. WINTER (*Luxemburg*), PAPAGERAKIS (*Greece*), LATIF (*Pakistan*), MERECY (*Belgium*), BOREL (*Switzerland*) FERREIRA DE ALMEIDA (*Portugal*), Miss LAZAR (*Rumania*), Messrs. VASSILAKIS (*Greece*), Dr. VANÁ (*Czechoslovakia*), PARKYN (*New Zealand*), CHO (*Burma*), FERRETTI (*Italy*), Mrs. JOHARI (*India*), Messrs. KÄRRE (*Sweden*), WILSON (*United Kingdom*) and CHENG (*China*).

The accelerated courses of apprenticeship were intended to meet the urgent requirements of reconstruction. The apprenticeship centres were organised jointly by the department of technical education and the employers' and workers' unions.

The Higher Technical Normal School had never before admitted foreign students but the question of their admission merited consideration.

With regard to commercial training, it was proposed to institute in the near future a commercial school leaving certificate ("baccalauréat") similar to the technical industrial "baccalauréat" which had been established the previous year. A decision on the question of a choice of agricultural subjects was imminent.

He explained that the "new classes" began with the sixth grade (1st year). There were "new classes" in any place where teachers wished to try them. The system of optional subjects for study, which was used in such classes, made it possible to cater for all types of ability shown by pupils and to encourage the bright children.

School reforms had so far affected pupils between the ages of twelve and fifteen. The traditional methods had been retained to a large extent for pupils above the age of fifteen but efforts were being made to adapt these methods to modern ideas.

With regard to the field covered by the joint technical committees, he explained that half the members of such committees were appointed by the Ministry, and the other half by the various technical concerns. There were also administrative joint committees, constituted on similar lines, which dealt with questions concerning the promotion or transfer of staff.

In institutions at the university level, the courses lasted three years. The length of the courses in the higher schools (*grandes écoles*) was unaltered.

At the Departmental examinations, new teachers were generally appointed to small rural communities. Subsequently they could be promoted and, if they wished, apply for a post in a town school.

The University Travel Office was responsible for arranging exchanges of students. Mr. Lebrun would give the desired information regarding the Educational Museum. The International Centre of Educational Studies was at Sèvres, 20 km. from Paris. There were rooms available for foreign visitors at the Centre and all types of information regarding educational problems were supplied.

Mr. GAL (*France*) explained that, at present, art teachers were trained in Paris at two centres, run by the State, one concerned with teachers of drawing and the other with music teachers.

With regard to the need to awaken public opinion to the advantages of the school reform, he had himself, together with a number of other people, been sent on a tour in the provinces to

describe the reform to parents and teachers, and to recruit support for the new system. This was clearly a long-term operation.

Entrance examinations for secondary schools had hitherto been held in the schools themselves. As from this year they would be unified and held at special centres for several schools ; the examinations were departmental.

Mr. FRANÇOIS (*France*) then answered the question regarding propaedeutics. An intermediate examination had become essential for the great universities, such as the University of Paris, which had a considerable number of students. It had been necessary to introduce an additional process of selection ; for that reason the University of Paris was going to use propaedeutics for the Faculty of Science in the current year. The question of using propaedeutics for the Faculty of Arts was at present being considered.

(The meeting rose at 1.30 p.m.)

FOURTH MEETING

Tuesday, 29 June, at 3 p.m.

Chairman: Mr. Marcel ABRAHAM

The CHAIRMAN declared the meeting open and announced that the documents concerning education in France would be placed in the French stand of the permanent Exhibition of Public Education.

Mr. PIAGET (*International Bureau of Education*) announced that the draft recommendation on the teaching of handwriting was being distributed; he reminded delegates that only amendments submitted to the Secretariat in writing would be considered.

TEACHING ABOUT THE UNITED NATIONS AND THE SPECIALIZED AGENCIES

The CHAIRMAN declared that the Conference would consider item IV of the agenda and he called upon the rapporteur, Mr. Carneiro.

Mr. CARNEIRO (*Brazil*) read his report on teaching regarding the United Nations and the Specialized Agencies. He recalled that this report was based on a number of replies furnished by various countries to the inquiry carried out by Unesco, and collected in a booklet which had been distributed. Unesco had encountered several kinds of obstacles, he declared, some moral, due to the scepticism with which the United Nations was viewed; others due to the difficulty of finding a clear and absolute definition of the aims of the United Nations. He hoped that the recommendation voted by the Conference would enable a new spirit to be brought to the solution of this problem.

The CHAIRMAN thanked the rapporteur for his statement and declared the discussion open.

GENERAL DISCUSSION

Mr. CHENG (*China*) emphasized the importance of teaching regarding the United Nations, which supplied a real need. If this teaching were to be efficacious, however, it must be thoroughly understood, and it would have to surmount serious difficulties. The

latter were of three kinds. Teaching regarding the United Nations would not be possible until the peoples of the world managed to understand one another. To understand a foreign country, it was necessary to be properly informed on what happened in that country. He had recently made a study of seventeen geography textbooks coming from different countries, and discovered that in three of them absurd statements were made concerning China. Similar misunderstandings existed in every domain. So long as this state of affairs continued, it would be difficult to achieve better international understanding. The second difficulty consisted in the different interests existing in the various countries. So long as ideological conflicts, economic conflicts and conflicts of prestige subsisted, no peace was possible. The third difficulty lay in the very weaknesses of the United Nations. He was not opposed to teaching regarding the United Nations but he wished to draw attention to the stumbling-blocks in the way of such teaching. The teaching should be designed to train people to be open-minded and well informed about what was going on elsewhere. School textbooks should be revised for this purpose and should appeal to mutual good-will. The ideals and purpose of the United Nations, rather than its structure and activities, should be specially emphasized. A distinction should be drawn between the way its Agencies worked and the way they ought to work. Furthermore, teaching about the United Nations should be integrated in the general school curriculum and should be suitable for the pupils' stage of development. Much courage and faith would be necessary to overcome the cynicism and disillusionment of all those who did not believe in such teaching. The establishment of an International Centre of Documentation regarding the United Nations and the Specialized Agencies might also be most useful, provided that the material was periodically adapted to fresh needs.

Mr. FRANÇOIS (*France*) said that this idealistic subject should be tackled in a realistic spirit. The disappointment caused by the failure of the League of Nations had been all the greater because of the great enthusiasm and hopes which had been cherished. The United Nations therefore found itself in a sceptical atmosphere which made it difficult for teachers to speak of it with conviction. However, at the present time, everyone was profoundly convinced that the fate of each country could be determined only by that of the world. It was thus necessary to demonstrate that there were three fundamental requirements for international peace : mutual assistance between the nations, the surrender of some degree of national sovereignty by each country and the organization of collective security. The United Nations would then be able to develop from a mere league of sovereign states into a sort of supra-national federal state. There was also a difficulty connected with the teaching methods to be used in order to appeal to children of all ages and to



students. It was probably premature to tell children under the age of 13-15 years about international organisations. A distinction should be made between indirect instruction, up to the second stage of secondary education, and systematic instruction, which should be deferred, in primary education, to the end of the school period (age 13-14 years) and, in secondary education, to the second, first and philosophy classes. Such teaching, which should be linked with instruction in citizenship, should be designed to show that, as the peace of each country was dependent on the peace of the world, a good citizen should also be a citizen of the world. In France, the following scheme was to be put into practice next autumn : in the second class, French efforts and achievements on the national as well as on the international plan would be studied ; in the first class, the study of the great problems of liberty, of the French Constitution and the French Union would lead, by way of a description of the Trusteeship system, to the organisation of the United Nations. Finally, in the philosophy class, the study of the various bodies and social machinery of modern States would lead to the study of those of the United Nations.

Mr. WINTER (*Luxemburg*) wished to emphasize the fact that he was speaking on behalf of a small country which pinned its hopes on the United Nations. The overthrow of civilisation which the war had just witnessed was certainly the result of bad education, based on school textbooks with ultra-nationalist tendencies. The preservation of peace should be a problem of concern to education, based on respect for mankind. He stressed the importance of the teaching of history ; it was necessary to be able to guarantee the veracity of the latter in order to preserve good relations between countries.

Mr. PIAGET (*International Bureau of Education*) wished first to congratulate the delegate of Brazil on his report and the delegate of China on his interesting remarks. He noticed that, so far, the only remedies contemplated to combat scepticism and the difficulties arising from relations between peoples had been of a receptive kind, such as lessons and appeals to the sensitiveness and imagination of pupils. In his opinion, the only technique likely to succeed would be an appeal to the activity of pupils. Social relations should be instituted among children, and particularly among adolescents ; an appeal should be made to their activity and sense of responsibility. Thus, material help to the children of war-devastated countries might be encouraged, also correspondence between pupils in different countries and, above all, clubs where children could take some part in adult society, could discuss it, criticise it, and become associated in active youth politics.

Mr. LATIF (*Pakistan*) drew attention to the contrast which now existed between the ideals of the United Nations and the action of politicians. It was therefore important that the initiative regarding education on the United Nations should come from Unesco itself,

since the latter was able to provide the documents which would be necessary from the historical, economic and social points of view to the creation of a favourable atmosphere for that teaching.

Mr. KÄRRE (*Sweden*) thought it was natural that the attention of those responsible for education should be drawn to the need for reconciling the divergent tendencies and different interests of the peoples. In a world which was shrinking every day, the need to establish a superior authority was becoming obvious, and children should be convinced of that need. An experiment had been made in earlier years in teaching about the League of Nations, and in certain textbooks today mention was made of the United Nations and its aims and structure. Unesco could provide valuable help in this connection by making available to the various countries suitable material. At the present time, when education in civics had developed considerably, it would be quite natural to include teaching about the United Nations in the history and civics syllabus. Certain competitions which had been organised among pupils of secondary schools had shown that these pupils already had considerable knowledge on this subject. It must not be forgotten, however, that the ultimate aim of the United Nations was the preservation of peace. Concrete achievements in this domain would best stimulate the interest both of teachers and pupils in such institutions and their confidence in them.

The CHAIRMAN wished to consult the Conference on the subject of the limitation of the length of discussions. He suggested that delegates should get into touch with the rapporteur direct. They would have time to put forward their amendments before the discussion on the recommendations.

Mr. NOUSS (*Syria*) observed that there were some disadvantages in the system of giving in advance the names of delegates who wished to speak; it prevented delegates from refuting views put forward by other speakers. A certain amount of latitude should be allowed in practice.

Mr. MIKAOUÏ (*Lebanon*) remarked that this item of the agenda raised political questions and it was therefore desirable that delegates should have an opportunity to reply.

The CHAIRMAN hoped that speeches would be as short as possible.

Miss McMURRY (*United States of America*) commented that, when this problem was discussed in the United Nations Assembly, every country had a different foundation for such teaching; an understanding of historical events, acquaintance with other nations, the idea of co-operation etc. Although it might not be possible to gain an understanding of the more advanced problems connected with the United Nations except at the University or with the assistance of specially qualified people, it was necessary for teaching about the United Nations to begin in the lower classes in school, adapted to each different age level and gradually progressing to secondary and

higher education. It was necessary to take immediate action by carrying out the programme and also to undertake research work in order to improve the methods used. It was a task in which everyone in every country could co-operate.

Mr. BA LWIN (*Burma*) stated this matter was of vital importance for Burma, which was a young country and delighted to be able to join in the work of other nations for the first time. Everyone should do his best to help to carry out the programme, to establish friendship in the world and to teach spiritual values and the art of living together. In Burma, the new system of education was positive in character. It was endeavouring to build up an atmosphere of understanding and to combine idealism with realism. Unesco's work could be most valuable in this field.

Mr. FERRETTI (*Italy*) recalled the negative result of the Fascist experiment. He had some doubts about the value of any teaching which had as its specific and admitted aim the dissemination of knowledge about a particular political organization. He considered that such teaching ought rather to be founded on the demands of morality and mutual understanding between the nations.

Mr. MINTCHEV (*Bulgaria*) remarked that, although there were no special lessons for teaching concerning the United Nations in the school syllabus in Bulgaria, the subject was included in the teaching of democracy in secondary schools. Teachers emphasized the part played by the United Nations in establishing a lasting peace and urged their pupils to choose problems connected with international organisations as the subjects for talks. A professorship for questions dealing with international problems had been established in the Faculty of Law at the University. Bulgaria placed great hopes in the United Nations.

Mr. EL NAHAS (*Egypt*) asked that the recommendation should be completely rejected. In his opinion, the discussion would degenerate if it extended to questions regarding the United Nations. If the United Nations carried out its programme, it would have no need of propaganda ; if it failed, the reaction of the children to such a setback would certainly be unfortunate. He wondered of what use the confidence of children could be to the United Nations when the latter really needed the confidence of grown-ups. He also wondered what explanations the teachers could give to their pupils with regard to political questions.

Mr. CHATILA (*Syria*), who had for several years taught sociology in his own country, had observed that when he touched on the question of the big international organisations, the reaction of his students had been hostile, and this was due to the divergence which existed between the principles and the action of those organisations. This was a danger which must be avoided. Teaching about the big international organisations should not be abandoned. It was, however, necessary that such teaching should always be preceded by

a historical introduction and that the teacher should be sufficiently objective not to pass over in silence the failings of those organisations. It was also desirable that Unesco should provide schools with suitable documents describing the working methods and the achievements of international organisations.

Dr. CARNEIRO (*Brazil*) wished to make it clear that, as rapporteur, he in no way represented Unesco in the discussion. The proposals which had been put forward were "working" proposals and not a justification for an institution. Two distinct questions were raised in his report : 1) a question of substance concerning the development in young people of an international conscience ; 2) a question of form concerning the utilisation of the equipment available so as to contribute to the achievement of the ideal of international co-operation. There was no question of an idol or a taboo. The ephemerality of human institutions must be recognised, but their existence could nevertheless not be ignored. The purpose of the draft recommendation was to establish a unity of views. By this means, the children of the world could be helped to join hands in friendship.

The CHAIRMAN was glad that everyone had been able to state his point of view ; he hoped that the clear explanation given by the rapporteur had reassured all the delegates. He suggested that all who wished to do so should get into touch with the rapporteur, and entrusted to the latter the drawing up of the draft recommendation which would be submitted for discussion and put to the vote of the Conference.

(The meeting rose at 6.30 p.m.)

FIFTH MEETING

Wednesday, 30 June, at 10 a.m.

Chairman: Mr. Marcel ABRAHAM

The CHAIRMAN declared the meeting open stating that national reports were to be discussed and he called upon the delegate of China.

REPORT FROM CHINA

Mr. CHENG (*China*) introduced his country's report and answered questions put to him by Messrs. HUSSAIN and LATIF (*Pakistan*), WILSON (*United Kingdom*) and LALL (*India*).

The pilot projects mentioned in the report were due to Unesco's endeavours at the Nanking Conference. They consisted of educational experiments to be carried out in a number of districts having economic, social and cultural features representative of average conditions in China. At present two communities had been chosen, one at Nanking and the other at Peking. The State had allotted 800 million Chinese dollars for the experiment. The methods used were as simple as possible; schools, hospitals, agricultural centres and mechanical work-shops had been established so that the experiment should cover the economic, agricultural, cultural and social activities of the community selected.

The two mass education movements—*i.e.* that due to the private initiative of James Yen and the campaign against illiteracy organized by the Government—were closely linked and worked together.

In small communities, the experimental combination of the school and general administrative authorities, by which the headmaster of the school was also the head of the local administration, had so far produced good results.

The "Temple Schools" and the "Tent Schools" were peculiar to the border peoples. In certain districts, the Temples were the centre of the community and also housed the schools. The nomadic peoples, on the other hand, lived in tents and the Tent School followed the community on its travels.

Groups of educationalists travelled about from one tea-house to another to give educational talks with portable wireless sets or even cinematographs.

REPORT FROM THE DOMINICAN REPUBLIC

Mr. HANOT D'HARTOY (*Dominican Republic*) introduced the report which had been distributed to delegates, dealing with educational developments in his country.

REPORT FROM EGYPT

Mr. EL NAHAS (*Egypt*) gave a summary of the report submitted by his Government and answered questions from Messrs. NELSON (*Australia*), WINTER (*Luxemburg*) and MERECY (*Belgium*).

The principle of compulsory education was included in the Constitution. Primary education was free and compulsory and a large number of new school buildings were being built under a scheme of operations to last for a period of ten years.

Any child who gained an average of 60 out of 100 in the examination at the end of the period of primary schooling, was entitled to free tuition for the first stage of secondary education. After two years, he sat for another examination and if he gained 65 marks out of 100, he was entitled to free tuition for the second stage of secondary education, lasting three years. Any student who gained 70 marks at the "matriculation" examination, was entitled to free tuition at the University.

REPORT FROM LUXEMBURG

Mr. WINTER (*Luxemburg*) made some comments on the report on educational activities in his country during the past year and answered questions put to him by Messrs. LEBRUN and FRANÇOIS (*France*) KÄRRE (*Sweden*), MERECY (*Belgium*), ANDERSON (*United Kingdom*) and WILSON (*United Kingdom*).

Teachers, social workers and school doctors co-operated closely with one another in detecting backward children. There was no special training for teachers dealing with backward children. However, those best qualified for such work had, since the war, been sent to specialize in Belgium and Switzerland. The number of mentally backward children had increased considerably since the war and the establishment of special classes had therefore become necessary. The "Higher Trade School" had been set up by a resolution of the National Labour Conference. All the teachers in the school were voluntary and were recruited from among persons holding responsible administrative posts.



Examinations for degrees in Luxemburg were held before a Luxemburg board of examiners consisting of secondary school teachers for Arts and Luxemburg doctors for Medicine, etc. Whenever necessary, the Government also sought the collaboration of foreign University professors.

With regard to the question of bilingualism in school, the teaching of German began in the first year, and that of French in the second year. At the end of their secondary education, pupils ought to be able to use French, German and English easily. The intensive teaching of languages was essential in Luxemburg but an effort was made to see that such teaching was not given at the expense of scientific subjects.

Visiting teachers for rural schools were permanently appointed for such work and continued in that capacity.

The CHAIRMAN expressed the gratitude of all the delegates to Dr. Beeby, Assistant Director-General of Unesco, who had to leave for Paris, and their sorrow at his early departure.

Mr. BEEBY (*Unesco*) said he was glad to have been able to be present at the first meetings of the Conference and to ascertain the efforts that were being made in all countries to solve the numerous problems which arose. He realised the value of such a Conference and wished it success in the latter part of its work. Unesco would always be grateful to receive any information regarding education which school authorities and educationalists were good enough to send.

REPORT FROM PAKISTAN

Mr. LATIF (*Pakistan*) thanked the delegates for the honour they had done to a new State in conferring on it the vice-chairmanship of the Conference. His country would be very grateful. Mr. Latif then commented on the report from Pakistan.

Mr. LEBRUN (*France*) observed that in the report from Pakistan mention was made of the establishment of an Office for Educational Information; he asked whether Pakistan was also contemplating the publication of an official bulletin. In this connection, he would like to suggest to Unesco and to the International Bureau of Education that an inventory of the various national offices and bulletins of educational information should be drawn up and that a systematic exchange of their publications should be organised.

The CHAIRMAN asked Mr. Lebrun to submit a motion on this subject for the consideration of the delegates.

Mr. LATIF (*Pakistan*) then replied to the questions put to him by Messrs. Lebrun (*France*), El Nahas (*Egypt*) and Cheng (*China*). He pointed out that his country had only been in existence for nine months. During this time a Bureau of Education had been established and it was proposed to publish an official bulletin.

At the last census, which was made in 1941, before the partition of India, the percentage of illiterates in India was 85. The campaign against illiteracy was receiving the Government's serious attention. In the North-West Frontier Province a scheme was on foot for using the mosques for educational purposes.

The question of female education was very much in the foreground and was arousing public interest. At the First Education Conference, which was recently held at Karachi, six women delegates had insisted on the establishment, at the earliest possible moment, of two separate colleges for women, one for medical studies and the other for engineering studies.

The Department of Education and the Department of Industry were at present under the same Minister, but this was merely for reasons of administrative economy. The Minister in question was moreover a distinguished educationist and was associated with the University of Dacca.

The CHAIRMAN announced that in the afternoon the Conference would discuss the recommendation on the teaching of handwriting and, if possible, would hear the report on the rôle of school psychologists.

(The meeting rose at 1 p.m.)

SIXTH MEETING

Wednesday, 30 June, at 3 p.m.

Chairmen: Mr. Marcel ABRAHAM and Mr. Georges ALEXITS

THE TEACHING OF HANDWRITING (*continued*).

The CHAIRMAN opened the meeting by announcing the discussion on the draft recommendation concerning the teaching of handwriting.

TEXT OF THE DRAFT RECOMMENDATION No. 23

The International Conference on Public Education,
Convened at Geneva by the United Nations Educational,
Scientific and Cultural Organisation and the International Bureau
of Education, and being assembled on the 28th June for its eleventh
session, adopts on the following recommenda-
tion :

The Conference,

Considering the value of essential techniques as instruments
of culture and teaching and as indispensable elements in fundamental
education,

That writing is not only an educational technique but also a
means of expression and an art which should combine a personal
style with the maximum elegance,

That the rhythm of modern life demands more and more speed
in writing,

That the advances made in educational psychology and experi-
mental teaching allow of the contemplation of methods progressively
better adapted to the latent ability of the child,

That the purpose in view is to enable every child to write as well
as he is able at a reasonable speed ;

Whilst taking into account the diversity of languages and systems
of handwriting,

Submits to the Ministries of Education of the various countries
the following recommendation :

1. The improvement of the teaching of handwriting should be
constantly in the minds of school authorities and educationalists ;

2. Whilst enjoying a large measure of autonomy, the teacher should be able to base his teaching on methods already perfected in accordance with the most recent discoveries of educational knowledge ;

3. A sufficiently long period of concrete sensory and motor initiation, enabling the child to use his creative ability, should precede the learning of letter forms and the actual technique of writing ;

4. The systematic teaching of handwriting should not therefore begin with very young children ;

5. In order that the teaching of handwriting may be lively and functional, it should be given simultaneously with the teaching of reading ;

6. A clear, plain and harmonious handwriting should be evolved from simplified letter forms, adapted to the perceptive and assimilative powers of the child ;

7. It is to be hoped that the letter forms put before children will evolve in accordance with current æsthetic ideas ;

8. To begin with, instruments inducing suppleness of the hand should be used : soft brushes, soft pencils, blunt pen nibs ;

9. Once the elements of writing have been mastered, a cursive writing combining quality with speed should be taught, though each child should be allowed to develop his individual handwriting ;

10. Handwriting should not be considered as an end in itself but as a means to be improved whenever written work is done ;

11. For children between 12 and 15 years of age—a time when the handwriting of adolescents changes—it is desirable that corrective teaching, adapted as far as possible to individual needs, should be given by specialists ;

12. The institution of objective credit marks for handwriting is desirable ;

13. The teaching of typewriting might be introduced into the syllabus of the senior classes during the period of compulsory education ;

14. Teachers should be trained to give a rational teaching of handwriting, whilst being able themselves to acquire a neat and legible handwriting ;

15. In view of the importance of health considerations in the teaching of handwriting, particular care should be taken in the choice of furniture and lighting for classrooms.

VOTE ON DRAFT RECOMMENDATION NO. 23 CONCERNING THE
TEACHING OF HANDWRITING

Preamble :

(The text of the preamble was adopted without opposition.)

Articles 1 to 4.

(The text of these articles was adopted without modification.)

Article 5.

Mr. MERECY (*Belgium*) proposed to add the words " using the sentence method " at the end of the article.

(The amendment was rejected.)

Article 6.

(Adopted without discussion.)

Article 7.

Mr. DOTTRENS (*Switzerland*) suggested that the text of this article should be altered to read as follows : " It is desirable that the form of the characters put before children should evolve in accordance with current aesthetic ideas."

(The amendment was adopted.)

Article 8.

After an exchange of views between the CHAIRMAN, and Messrs. DOTTRENS (*Switzerland*), LEBRUN (*France*) and FRANÇOIS (*France*), the following wording was proposed : " In the early stages, implements inducing suppleness of the hand should be used : soft brushes, soft pencils, blunt pen nibs."

(The amendment was adopted.)

Article 9.

(Adopted without discussion.)

Article 10.

Mr. PARKYN (*New Zealand*) proposed the omission of the qualifying statement : " to be improved whenever written work is done ",

(The amendment was rejected.)

Article 11.

Following observations by Messrs. DOTTRENS (*Switzerland*) and FRANÇOIS (*France*), the following text was put to the Conference : " For children between twelve and fifteen years of age—when the handwriting of adolescents changes—it is desirable that corrective teaching should be given, adapted as far as possible to individual needs ".

(The amendment was adopted.)

Article 12.

Mr. PARKYN (*New Zealand*) proposed that, in the English text, the words "credit marks" should be replaced by "scales designed to aid the evaluation of handwriting".

(The amendment was adopted.)

Article 13.

Mr. HUSSAIN (*Pakistan*) proposed that this article should be omitted as it did not seem to him to be directly related to the subject of the recommendation.

After discussion between the CHAIRMAN and Messrs. DOTTRENS (*Switzerland*), VANÁ (*Czechoslovakia*), BA LWIN (*Burma*) and WILSON (*United Kingdom*), the amendment was put to the vote.

(The amendment was adopted and Article 13 cancelled.)

Article 14.

The SWISS DELEGATION proposed the following wording: "14. Teachers should be trained to give a rational teaching of handwriting, and should themselves have a neat and legible handwriting."

(The amendment was accepted.)

Article 15.

Mr. LEBRUN (*France*) proposed that the second part of the sentence should be worded as follows: "Particular care should be taken in the choice of furniture, of writing materials and of lighting for classrooms."

(The amendment was adopted.)

Mr. DO PRADO (*Brazil*) suggested the addition of an article recommending the creation of pre-school courses for mothers and the persons responsible for the education of young children, who had often formed bad writing habits before going to school.

After some comments by the CHAIRMAN and Mr. DOTTRENS (*Switzerland*) Mr. DO PRADO (*Brazil*) withdrew his proposal.

The CHAIRMAN put to the vote the draft recommendation as a whole.

(The draft was unanimously adopted.)

THE RÔLE OF SCHOOL PSYCHOLOGISTS (GENERAL DISCUSSION)

The CHAIRMAN said that the meeting would then consider item II of the agenda: the rôle of school psychologists. He thanked Mr. Korniszewski and Mr. Mallet who had drawn up the report on the inquiry carried out by the International Bureau of Education and congratulated them on their excellent work. He called on the rapporteur, Mr. Parkyn.

Mr. PARKYN (*New Zealand*) said that he would not read the report which had been distributed, but that he would merely draw attention to some of the most important problems mentioned in the report, which were summarised on the last page. There was no suggestion that the discussion should be confined to these problems ; any delegate could put forward other problems. He recalled that, in 1937, the International Conference on Public Education had voted a recommendation on the question of the psychological training of teachers ; this year's Conference should therefore give more attention to the other points mentioned.

Mr. HUSAIN (*Pakistan*) asked whether educational psychologists could detect backwardness arising out of the low cultural level of a whole people. Were there any tests for such backwardness which arose from material and historical causes ?

Mr. PIAGET (*International Bureau of Education*) thought that educational psychology had two functions : one obvious, which might be called its function relating to the psychology of individuals and which consisted in relieving the teacher of responsibility for backward pupils ; the other more subtle, which was mentioned by only a few countries and was referred to on page 2 of the report, namely the drawing up of curricula and the testing of educational methods. Certain subjects in school curricula were more difficult to teach than others and gave less satisfactory results. The school psychologist could give valuable help in this connection, ask questions of the class and give information and advice to the teacher on the best way of teaching these subjects. It might be objected that if the psychologist came from outside—that is, a theorist, a university graduate—a conflict between him and the teacher would be almost inevitable. The school psychologist should therefore be a teacher, like other teachers, and chosen from among the members of the teaching profession. The presence of a specialist in the schools would produce a substantial renewal of teaching methods.

Mr. PARKYN (*New Zealand*) said that Prof. Piaget's remarks answered by implication the question raised by the delegate from Pakistan, since they implied that the main work of the school psychologist was to detect those causes of backwardness which were operative within the framework of any given national culture, rather than those which might be due to the general backwardness of a national culture.

(*Mr. Alexits (Hungary) took the Chair.*)

Mr. EL NAHAS (*Egypt*) congratulated the Conference on having chosen the subject of school psychologists, which he considered was of the utmost importance. Unfortunately, there was not yet much literature on this subject. In considering the question he had been struck by the fact that, in most cases, research carried out in one country could not be applied to another. For instance, when the

Terman test was used in Egypt, the results were quite unreliable, because it was not suited to the special mentality of the country. He would like the Conference to make recommendations, stressing the fact that different methods had to be applied in different areas and asking countries to undertake research on a long-term basis, which should be carried out by teachers who had been given good psychological training. Study of the results of such research would make it possible to enunciate principles which could be applied throughout the world.

Mr. GAL (*France*) observed that the use of psychology in schools might lead to fundamental changes in teaching methods at all stages of education. France was at present going through the period of experiment and only the general tendencies could be described. The fundamental principle was that there should be close collaboration between psychologists and educationists. The teacher could not, himself, act as a school psychologist; there was a contradiction between the act of teaching and that of making a psychological study of the pupils. It was the teacher's duty to draw attention to every case in which there was a problem; the psychologist's duty was to study them and prepare the necessary tests and exercises. There were already observation centres for educational psychology at Paris and Lyons. There was also a service for the treatment of abnormal children and training schools for such children. Fifteen teachers in Paris and four in Grenoble had recently been given special appointments to deal with educational psychology. Furthermore, there was a special training college to train teachers for development classes. The question of school and vocational guidance was occupying attention at the present time. Vocational guidance was compulsory for the pupils leaving the primary school. This was carried out in the regional vocational guidance centres. In compiling the school record of each pupil in the new classes, all the teachers and the school psychologist had to collaborate. Likewise, at the weekly class council at which the psychologist and the teachers exchanged views, collaboration was necessary. In the new classes, certain hours were set aside in the 6th and 5th classes for discovering the pupils' aptitudes; verification of the prognostics was left to the 4th and 3rd classes. A degree in psychology and education had recently been introduced in Paris, and in certain provincial universities, for the training of school psychologists. It was also proposed to establish institutes of education and psychology where teachers for all grades would be trained and where they would have opportunity for practical experience.

Mr. VANÁ (*Czechoslovakia*) remarked that the rôle of educational psychology had been exaggerated on the one hand and underestimated on the other. It had often been confined to the mechanical application of psychological tests, which was dangerous because it might prejudice teachers against the less intelligent children. It

was also necessary to take account of the living conditions and background of children. There was thus a danger that psychology might differentiate between the social classes. Psychological researches such as those carried out by Mr. Piaget were moreover not often enough repeated elsewhere. It should be emphasized that the educational psychologist must not replace the teacher. The teacher should himself have a psychological training which would enable him to analyse and interpret the case of each of his pupils. It would also be well to contemplate collaboration between psychologists in connection with the drawing up of school curricula and with methods of teaching.

Colonel LALL (*India*) drew attention to the fact that the main emphasis had so far been placed on the detection of backward pupils, for the purpose of giving them suitable teaching. In countries like India, where about 80% of the population were still illiterate, the problem was different, and the emphasis should be placed in the first instance on the detection of talented children, so that their talents might be realised, for the country had an urgent need throughout its economy of first class brains. Whereas in Western countries this selection was naturally made at school, no satisfactory method had yet been found in India for the selection of talented children. He mentioned in this connection a research recently carried out by a team which had been sent to a remote village for the purpose of giving mental tests to the children. Of the 44 children examined, three obtained 125% and one obtained 130%. The latter was a shepherd lad. Practical intelligence tests should be instituted for illiterates. The experiments made by the army during the war on this subject were extremely useful. Another question to which his country was paying attention was that of school examinations. An attempt was being made to find some sort of psychological tests which would supplement the mere examination in the subjects taught.

As regards the training of educational psychologists, it was, for financial reasons, impossible to have special psychologists in all the schools. It was preferable to give the teachers a good basic training in psychology.

Mr. WILSON (*United Kingdom*) wished to emphasize that a distinction should be made between "maladjustment" and "retardment". Maladjustment was a case of abnormality, in which the child was unable to take part in the life of his fellows. It was within the province of the psychologist and even the doctor. Retardment might be the result of various causes: environment, malnutrition, lack of interest in certain subjects of study. The teacher, who was familiar with such causes and often stood *in loco parentis*, could best deal with such deficiencies. School psychology was, however, important and necessary. It was merely necessary to gain the confidence of teachers in it and to use it in co-operation with them.

School psychologists should, themselves, have taught and it would possibly be better for them to remain outside the school, so that they would remain in touch with ordinary life and would have the requisite prestige.

Mr. JONES (*United States of America*) emphasized that, in his country, the question of school and vocational guidance had been the subject of the most advanced research in recent years, with a view to allowing as many pupils as possible to follow courses of secondary education. As a result, the number of school psychologists had increased considerably during the last ten years. A National Test Service had just been organized, with the assistance of the Carnegie Foundation and other great national institutions. This Service would deal with research on the various aptitude, intelligence and performance tests, etc., and would promote the preparation of increasingly reliable tests. It was also trying to bring about standardization of the qualifications required of school psychologists.

Mr. CHATILA (*Syria*) thanked the International Bureau of Education and Unesco for including this question in the agenda for the Conference. The ideal solution of the problem would be to train every teacher thoroughly in psychology and the theory of education, as advocated in the report of the inquiry undertaken by the International Bureau of Education. But as teachers were too busy with their various other duties to be able to devote time to it, it was necessary to provide the schools with psychological advisers. These should preferably be recruited from among teachers who had proved their worth and who had a thorough university training. Young countries had a difficult task in this field. They had to try to organize psychological services at the national, departmental or regional level, as a first step, to assist and advise teachers.

Mr. PARKYN (*New Zealand*), in his capacity of rapporteur, summed up the discussion which had just taken place, and called attention to three main points: 1) several delegates had stressed the differences which existed between the various national cultures and account should be taken of these differences in the text of the recommendation; 2) all abuses in the use of tests should be avoided and a clearly defined and appropriate rôle should be assigned to educational psychology; 3) collaboration should be envisaged between the services of external expert-psychologists, and internal experts—the teachers.

The CHAIRMAN declared the general discussion closed. He thanked the rapporteur, Mr. Parkyn, for his report and his very precise summing up, as well as the various delegates who had taken part in the discussion.

(*The meeting rose at 7 p.m.*)

SEVENTH MEETING

Thursday, 1 July, at 10 a.m.

Chairmen : Mr. Marcel ABRAHAM and Mr. A. LATIF

The CHAIRMAN declared the meeting open, announcing that it would continue to consider the reports on educational developments.

REPORT FROM GREECE

Mr. VASSILAKIS (*Greece*) made a statement on the most outstanding developments in his country. He then replied to the questions put to him by Messrs. LEBRUN (*France*), DE TELEPNEF (*Honduras*) and WILSON (*United Kingdom*).

The Educational Academies, in which primary school teachers were trained, were not dependent on the university. There were nine of these Academies, the students had all taken their secondary school leaving certificate and the course lasted two years. Secondary school teachers were trained in the Faculty of Letters of the Universities of Salonica and Athens. The training of teachers for both primary and secondary schools was very thorough.

Epidemics had been stamped out through the co-ordinated efforts of all the competent authorities and the unremitting labours of the medical services.

No new types of architecture were used in the reconstruction of the schools ; the main object was to rebuild what had been destroyed

REPORT FROM HUNGARY

Mr. ALEXITS (*Hungary*) introduced his report on the progress of education during the past year and then answered questions from Messrs KÄRRE (*Sweden*), LEBRUN (*France*), GRANDJEAN (*Switzerland*), WILSON (*United Kingdom*), MERECY (*Belgium*), NELSON (*Australia*), Miss McMURRY (*United States of America*), Mr. VANÁ (*Czechoslovakia*) and Mrs. JOHARI (*India*).

The publication of textbooks by private persons was not prohibited, but the State published textbooks very cheaply and any private publication necessarily had a much higher cost price. The names of pupils who were unable to pay even the very low price of the State textbooks were listed by the teachers and such pupils were then supplied with the books free of charge.

Films were often shown in schools and efforts were being made to provide every school with its own projector.

When the schools were nationalized, the Authorities informed all the teachers in service in private schools that they would be given appointments as State teachers. All the teachers had remained in their posts, as their social position had previously been unsatisfactory.

Religious instruction was compulsory in all schools and was a part of the school syllabus like other subjects.

The training colleges were not of university status, and only trained teachers for primary schools whereas secondary school teachers were trained at the university. The evening universities were under State control and the peoples' colleges were at present in process of being brought under similar control.

There had been no great changes in the educational system as a result of the psychological memory tests, as these had been made in 1912, when little interest was taken in the working classes. Moreover, the problem was not psychological but social.

Mr. VAJDA (*Hungary*) gave some additional details on the subject of school broadcasting which consisted in lessons lasting for two hours, three times a week. The Foreign Relations Branch of the Institute of Educational Sciences was empowered to organise exchanges of teachers, textbooks and educational publications with other countries, and to co-operate in educational matters with all nations having the same educational ideals.

(Mr. Latif (Pakistan) took the Chair.)

The CHAIRMAN welcomed the delegation of Iraq, who had just arrived, he then called upon the delegate of Italy.

REPORT FROM ITALY

Mr. FERRETTI (*Italy*) submitted and commented on the report on educational developments in his country. He answered questions put to him by Messrs. DOTRENS (*Switzerland*), VANÁ (*Czechoslovakia*) and CHENG (*China*).

All grades of primary and secondary school teachers enjoyed the same salary scales and status as other State officials. However, an exception had been made in the case of a few university professors, who had been classified as grade three—a level which was never reached by other State officials. The "academic grants" and

“ study grants ” were reserved for teachers to enable them to keep up to date in their training.

In the public primary schools there were some 135,000 teachers, and 4,380,000 pupils ; in private schools, there were 7,000 teachers and 300,000 pupils.

There was co-education in schools at all levels. Similarly there was complete equality of rights between men and women in the administrative services. Co-education had proved to be an excellent system without any moral disadvantages for pupils.

REPORT FROM IRAN

Mr. VAKIL (*Iran*) introduced his country's report which had already been distributed to delegates ; he then replied to questions from Messrs. MINTCHEV (*Bulgaria*), and SALVEMINI (*Italy*).

A special department of the Ministry of Education was responsible for the campaign against illiteracy. The principal efforts were made in barracks and factories. The number of illiterates, was still very high, although definite statistics had not been prepared.

Boys and girls were given the same education in primary schools and up to the fifth year in secondary schools. Girls who wished to continue their education then had to do a year's study in preparation for the university.

Mr. PIAGET (*International Bureau of Education*) reminded delegates of the invitation given by the Town Council of Geneva to attend the prize-giving ceremony of the infant schools at the beginning of the afternoon.

The CHAIRMAN announced that the presentation of national reports would be continued at the afternoon meeting.

(*The meeting rose at 12.45 p.m.*)

EIGHTH MEETING

Thursday, 1 July at 3 p.m.

Chairman: Mr. Marcel ABRAHAM

The CHAIRMAN declared the meeting open and announced that the presentation of reports from the various countries would be resumed immediately, as the school prize-giving ceremony could not be held because of the bad weather.

REPORT FROM HOLLAND

Mr. WESSELINGS (*Netherlands*) made a few additional remarks in connection with his country's report and replied to questions put to him by Messrs. WILSON (*United Kingdom*), RICHARDSON (*United Kingdom*), DOTTRENS (*Switzerland*), MERECY (*Belgium*), Miss WILHELMY (*Luxemburg*) and Mr. CHO (*Burma*).

The primary schools had the same freedom as the secondary schools in drawing up their syllabuses and in choosing textbooks. All schools, whether State-aided, or independent, under official or private control, were inspected by the Education Department.

With regard to the educational courses, intended as a preliminary to the reform of teaching methods, it was difficult to obtain immediate results. Some had, however, already been organised for teachers.

The teaching of singing and music had just been introduced in secondary schools. It was still too early to draw conclusions from the results.

The salaries of teachers had been increased by 25% on the pre-war basis.

REPORT FROM THE UNITED STATES OF AMERICA

Mr. JONES (*United States of America*) submitted his report on educational developments in his country during the past year; then with Miss McMURRY, he answered questions from Messrs. MERECY (*Belgium*), FRANÇOIS (*France*), NELSON (*Australia*), CHO (*Burma*), EL NAHAS (*Egypt*), CHENG (*China*), LI (*China*), KÄRRE (*Sweden*), WILSON (*United Kingdom*), ANDERSON (*United Kingdom*), HUSAIN (*Pakistan*), KADHIM (*Iraq*), STERGES (*Luxemburg*), MINTCHEV (*Bulgaria*), and FERREIRA DE ALMEIDA (*Portugal*).

There was no tendency towards the centralisation of educational administration at the federal level, but every State was undertaking increasing responsibilities in this field.

The task of the State Education Authorities was chiefly one of leadership, to stimulate rather than to direct.

A tendency towards standardization of the various educational systems was however apparent, largely due to the work of the regional accrediting associations. In the last Congress, there had, for the first time, been a large majority in the Senate in favour of substantial grants for education from the Federal Government. A number of the States have provided considerable allotments to the respective school districts.

The Federal Government had for a very long time been giving the different States support and assistance in educational matters. In 1917, a law had been passed introducing federal grants for vocational education of less than college grade, the amount of which had been increased from 14 to 29 million dollars in 1946. There was even a federal appropriation of about 70 million dollars per annum for school meals. The G.I. Bill of Rights was the most recent measure in this field but was particularly concerned with higher education. A scheme for giving federal subsidies to the universities had been recommended by the President's Commission on Higher Education. The only control exercised by the Federal Government in grants to the States had been to ensure that the basic conditions were fulfilled before the funds granted were paid over to the State.

With regard to the recent teachers' strike and the difficulty of recruiting teaching staff in sufficient numbers, it should be noted that the majority of the teachers had agreed to resume work and that the question of the improvement of teachers' salaries was occupying public opinion. Recently, about twenty States had been in favour of a revised scale of salaries with a minimum of 2,400 dollars per annum. The average annual salary of public school teachers was about \$ 2,500.

Men and women teachers had the same status in most communities. There is a tendency toward a single salary scale, but the minimum and the maximum salaries vary widely among States and communities. The pensions of retired teachers had recently been improved in about half the States. There was a marked tendency to bring the salaries of primary and secondary school teachers to the same level, although the salaries of primary school teachers were still slightly lower over most of the country.

There were still about 5,000 small rural secondary schools. Generally they had only the academic type of syllabus and as a result many of the less intellectually gifted pupils could not benefit from them. That was the reason why efforts were being made to combine such schools in larger groups.

The effect of the amalgamation of rural secondary schools had been to increase the opportunities open to each pupil, thanks to the larger numbers attending the schools. The junior college movement, aiming at increasing the educational opportunities of young people through the 13th and 14th years of school had the same purpose. At present, there was no longer a shortage of textbooks as there had been sometimes during the war owing to the lack of paper.

In about half the secondary schools vocational instruction was given, in accordance with the needs of each district.

The proportion of young people who went to the university was about one third of the pupils who had graduated from secondary schools and 10-15% of the young people of college age.

The school counsellors were mainly concerned with school guidance work, with the co-operation of psychiatrists, school doctors and social workers.

Efforts to give individualised instruction along the lines of the Winnetka and Dalton Plans were chiefly apparent in the towns—in about 10% of the schools. John Dewey's influence was still very strong in the United States.

Attempts were also being made to develop individual responsibility by getting the pupils to take part in the life of the school in co-operation with the teachers.

There was at present a strong movement in favour of giving students a share in the running of the schools, as well as a growth in pupil-teacher planning in the classrooms, particularly in connection with the social sciences.

With regard to the opportunities of education for negroes, all the States, except for 17 in which there were separate schools for the two races, admitted white and coloured children to the same schools.

There was a very large number of children of varying nationalities and culture living in the United States but they tended to become true Americans in a short time and to forget the essential values of their native culture. No special regulations were in force concerning their education but efforts were made to develop the interest of all the children in the various national cultures and so to give them a broader understanding of the world. American schools were making increasing endeavours to this end. One after another, the Departments of Education in the different States had been responsible for drawing up syllabuses suitable for this purpose. New textbooks and other material on this question were at present being produced, and museums, libraries, films, etc., were also being used. Some of the large towns contained groups of people of a particular nationality and use was made of such groups in the schools.

International exchanges of teachers were developing most satisfactorily. A programme of direct exchanges of teachers had been drawn up in agreement with the United Kingdom and a similar

plan for exchanges with France was being considered. Under the agreement with the United Kingdom, the teachers were paid by their respective countries but had to pay their own travelling expenses. This had given rise to some difficulties which would shortly be solved, it was hoped.

There were plans for increasing assistance to students, both foreign students in the United States and American students abroad.

Several different Associations, including the Junior Red Cross, were interested in the question of school correspondence with children of other nations. Following an appeal made by Unesco, the Office of Education had been inundated with letters from all parts of the world and, in particular, from Germany.

On the question of educational films, there were two parallel movements, one favouring silent films and the other sound films. It could be said, however, that the sound films were taking the more important place in the last few years.

There had been a great development in school broadcasting and a school broadcasting station (Frequency Modulation Station) had been set up in most of the large towns.

TRIBUTE TO MARC-ANTOINE JULLIEN OF PARIS

The CHAIRMAN announced that the last part of the meeting would be devoted to the commemoration of the centenary of the death of Marc-Antoine Jullien. He reminded the meeting that there was a Marc-Antoine Jullien exhibition at the French stand in the permanent Exhibition of Public Education; he recommended the delegates to go and see it.

Messrs. ROSSELLO (*International Bureau of Education*), CARNEIRO (*Unesco*), and ABRAHAM (*France*) paid tribute to the memory of Marc-Antoine Jullien, the father of comparative education, who could be regarded as the forerunner of the International Bureau of Education and the prophet of Unesco.

(The speeches by Messrs. Rossello and Abraham are reproduced in their entirety on pages 109-114 of this volume.)

(The meeting rose at 7 p.m.)

NINTH MEETING

Friday, 2 July, at 10 a.m.

Chairman : Mr. Marcel ABRAHAM

The CHAIRMAN declared the meeting open and said he wished, before passing to the agenda, to express to the Greek delegation the deep sympathy of the Conference in the misfortune which had just overtaken his country, through the earthquake in the island of Leukos.

Mr. VASSILAKIS (*Greece*) thanked the Chairman for his expression of sympathy.

THE DEVELOPMENT OF INTERNATIONAL UNDERSTANDING AMONG YOUNG PEOPLE (*continued*)

The CHAIRMAN opened discussion on the draft recommendation concerning the development of international understanding among young people and teaching about international organisations.

TEXT OF THE DRAFT RECOMMENDATION No. 24

The International Conference on Public Education,
Convened at Geneva by the United Nations Educational,
Scientific and Cultural Organisation and the International Bureau
of Education, and being assembled on the 28th June for its eleventh
session, adopts on
the following recommendation :

The Conference,

Considering that one of the chief aims of education to-day should be the preparation of boys and girls for intelligent participation in a world society, rich in its diversity, yet unified in its goal of peace, security and a fuller life for every human being,

Considering that the preparation for such a world society should be carried on with pupils of all ages and in all the schools of the

world, and that stress should be laid on the formation of attitudes, the acquisition of skills, and the assimilation of knowledge essential to the construction, maintenance and advancement of a united world,

Submits to the Ministries of Education of the various countries the following recommendation :

1. That all teaching to this end should encourage activities by the children themselves which will arouse in them a sense of responsibility and a personal interest in the problems of the world of to-morrow ;
2. That a sense of duty towards the world community be developed as an extension of civic duties ;
3. That international understanding, based on mutual respect among nations and on an appreciation of historical development be encouraged by all possible means, including, for example, the commemoration of the great pioneers of human progress and the celebration of special days of world wide interest ;
4. That in this connection the United Nations and its Specialised Agencies be studied objectively and their structure and functions presented with scrupulous accuracy. Whatever may be their difficulties or present weaknesses these institutions should be appreciated as a unified system and as a part of man's attempts over a long period of time to remove the scourge of war, to reaffirm faith in fundamental human rights, establish justice, and promote social programmes and better standards of life in larger freedom ;
5. That for instruction so new and complex, which should appeal to the heart as well as to the head, teachers should be specially trained to introduce this subject both by direct and indirect teaching as an integral part of the education of every boy and girl ;
6. That local organisations, such as public libraries, museums, youth clubs, girl guides and boy scouts, etc., should be used, in collaboration with the school authorities, to help present the various aspects of international organisations ;
7. That suitable audio-visual materials be prepared as soon as possible and be put at the disposal of schools and other organisations concerned ;
8. That the educational authorities of different countries exchange views and information on the nature and results of this teaching in order to make the best use of their experience ;
9. That Ministries of Education and other educational authorities use their influence to encourage the creation of international understanding and to assist teaching about international organisations which are working to build a united world.

VOTE ON THE DRAFT RECOMMENDATION NO. 24 CONCERNING
THE DEVELOPMENT OF INTERNATIONAL UNDERSTANDING AMONG
YOUNG PEOPLE AND TEACHING ABOUT INTERNATIONAL
ORGANISATIONS

Preamble

The FRENCH DELEGATION proposed that the preamble should be redrafted as follows :

“The Conference

Considering that one of the chief aims of education today should be the preparation of children and adolescents to participate consciously and actively in the building up of a world society, rich in its diversity, yet unified in its common goals of peace, security and a fuller life for every human being,

That this preparation should consist not only in the acquisition of skills, but more particularly in the development of psychological attitudes, favourable to the construction, maintenance and advancement of a united world,

That this preparation should be adapted to the capacities of school children of all ages and to the teaching conditions peculiar to the various countries of the world.”

After discussion in which the CHAIRMAN and Messrs. FRANÇOIS (France), CARNEIRO (Brazil), LATIF (Pakistan), and BOREL (Switzerland), took part, the amendment was put to the Conference.

Mr. LATIF (Pakistan) proposed the following rewording of the second paragraph :

“That this preparation should consist not only in the acquisition of skills, but more particularly in the formation and development of psychological attitudes favourable to the construction, maintenance and advancement of a united world.”

(The two amendments were adopted.)

Article 1

The CHAIRMAN read the following amendment proposed by the French Delegation :

“Divide this article as follows :

1. That all teaching should help to develop a consciousness and understanding of international solidarity ;
2. That all school life should be so organized as to develop in the children a sense of responsibility and social co-operation necessary for better understanding between the peoples.”

After a discussion in which the CHAIRMAN and Messrs. FRANÇOIS (France), CARNEIRO (Brazil), Mrs. JOHARI (India), Messrs JONES (United States of America), LATIF (Pakistan), AMY (El Salvador), PIAGET (International Bureau of Education) and FERRETTI (Italy) took part, the following wording was put to the approval of the Conference.

“ 1. That all teaching should help to develop a consciousness and understanding of international solidarity ;

2. That life in all educational institutions should be so organized as to develop in the pupils and students a sense of responsibility and social co-operation, necessary for better understanding between the peoples, and that the various forms of social life being organized at different stages of study should be such as to interest young people in the problems of the world of tomorrow.”

(This text was adopted.)

Article 2

The text of this article, which becomes article 3 was adopted.

Article 3

After remarks by Messrs. KADHIM (Iraq) and d'HARTOY (Dominican Republic), the text of this article was put to the vote.

(The text of article 3, now article 4, was adopted.)

Article 4

The CHAIRMAN read the following amendment proposed by the French Delegation :

“ Redraft this article as follows :

“ 4. That in this connection the United Nations and its Specialized Agencies, their structure and functions, be studied objectively and with scrupulous accuracy. Whatever may be their present weaknesses, these institutions should be presented as a unified system and appreciated as one of the long series of attempts to remove the scourge of war, affirm faith in fundamental human rights, establish justice, promote social progress and ensure for all better standards of life in greater freedom.”

After discussion between the CHAIRMAN, and Messrs. CARNEIRO (Brazil), CHATILA (Syria), EL NAHAS (Egypt), WINTER (Luxemburg), CHENG (China), KADHIM (Iraq), NOUSS (Syria), GROS (United Nations) and MIKAOU (Lebanon), the following form was put to the Conference :

" 5. That in this connection the United Nations and its Specialized Agencies, their purpose and principles, their structure and function, be studied objectively and with scrupulous accuracy. Whatever may be the weaknesses of these institutions, they should be viewed as a unified and growing system and considered as a part of the long series of man's attempts to develop international understanding, to remove the scourge of war, affirm faith in fundamental human rights, establish justice, promote social progress and ensure freedom and better standards of life for all; "

(The first part of the article was adopted unanimously; the second part was adopted by 19 votes to 2.)

Mr. CHATILA (*Syria*) wished it to be mentioned in the minutes that he was opposed to the substitution of the word "*insuffisance*" for "*défaut*" and to the adoption of "*appréciées*" instead of "*présentées*" in the original French version.

The CHAIRMAN mentioned that the rapporteur was prepared to accept suggestions from delegates in drawing up the final English version.

Article 5

The CHAIRMAN proposed that the words "of every boy and girl" at the end of the sentence should be omitted, and that the words "an integral part of the education" should be replaced by the words "an integral part of all education".

Mr. PAPAGERAKIS (*Greece*) proposed that the words "which should appeal to the heart as well as to the head" should be replaced by "which should appeal to the intelligence and, more especially, to the heart."

Mr. VASSILAKIS (*Greece*) proposed that the words "imbued with the spirit of international understanding" should be inserted after the word "teachers".

The Chairman put to the vote the following text, which becomes article 6.

" 6. That as this instruction is new and complex and should appeal as much to the heart as to the head, teachers who are themselves imbued with the spirit of international understanding should be especially trained to carry it out both by direct and indirect teaching as an integral part of all education; "

(This text was adopted.)

Article 6

After an exchange of views between the CHAIRMAN and Messrs. FERRETTI (*Italy*), EL NAHAS (*Egypt*), KADHIM (*Iraq*), CARNEIRO (*Brazil*), GRANDJEAN (*Switzerland*), GROS (*United Nations*), NELSON

(Australia), Mrs. JOHARI (India) and Mr. d'HARTOY (Dominican Republic), the following text which becomes article 7, was put to the vote :

" 7. That local organisations, such as public libraries, museums, youth clubs, girl guides' and boy scouts' groups, should assist, in collaboration with the school authorities, in developing a spirit of co-operation amongst young people and, at the same time, in presenting the various aspects of the United Nations, its Specialized Agencies and kindred organisations."

(This text was adopted.)

Mr. NELSON (Australia) proposed that the following article should be added :

" 8. That, having regard to the responsibilities of adults as parents and citizens, steps should be taken to promote an intelligent understanding of international organisations, by means of popular adult education."

(This text was adopted.)

Article 7

The FRENCH DELEGATION proposed that this article, now article 9, should be worded as follows :

" 9. That suitable audio-visual and other material should be prepared, taking into account the age and mental development of the young people and adults to whom it is to be presented, and the importance of making the pictures aesthetically satisfying ; and that young people and adults should be encouraged to take part in the preparation of such material, which should be designed with some reference to studies of child psychology concerning children's reactions to films ;

That systematic arrangements should be made for the wide distribution of such material."

(The amendment was adopted.)

Mr. CHENG (China) proposed that an article 10, worded as follows, should be inserted :

" 10. That textbooks of different countries be re-examined whenever possible by the respective Ministries of Education, with a view to eliminating materials that would be likely to lead to misunderstanding among nations, and to incorporating materials that would be conducive to fuller appreciation of world co-operation."

After an exchange of views, the text of this article was proposed in the following form :

“10. That textbooks of different countries be re-examined as often as possible, with a view to eliminating the passages that would be likely to lead to misunderstanding among nations, and to incorporating materials that would lead to fuller appreciation of world co-operation;”

(This text was adopted.)

Article 8

(The text of this article, which will become No. 11, was adopted.)

Article 9

The CHAIRMAN suggested a few drafting amendments and proposed that this article, to be numbered 12, should be worded as follows :

12) “That Ministries of Education and other educational authorities use their influence to encourage the creation of international understanding amongst young people, and to assist teaching about international organisations which are working for the promotion of world peace.”

(The text of this article was adopted.)

The CHAIRMAN put to the vote the draft recommendation as a whole.

(The draft was adopted.)

The CHAIRMAN thanked the delegates warmly for their co-operation and, in particular, the rapporteur for his understanding attitude.

The meeting rose at 1.30 p.m.



TENTH MEETING

Friday, 2 July, at 3 p.m.

Chairmen: Mr. Marcel ABRAHAM and Mr. A. LATIF

The CHAIRMAN declared the meeting open and called upon Miss LUFFMAN, representative of Unesco.

Miss LUFFMAN (*Unesco*) stressed the value to Unesco of the discussions which had just taken place on teaching about the United Nations and its Specialized Agencies, and of the Recommendation which had been adopted that morning on the means of developing international understanding among young people. She gave a brief outline of the work which Unesco was undertaking in this particular field. The replies which were still coming in as a result of the inquiry carried out by Unesco into teaching about the United Nations system were helping to give Unesco a fuller idea of what was being done in the schools in this connection. It was of course only one of many ways to promote international understanding. The whole question of how education can best contribute to this understanding was the subject of the Educational Seminar held at Sevres last summer. In the three Seminars to be held this year it would be an important consideration, and at the Universities Conference some time would also be spent on this problem. Unesco was participating in some special activities for young people. It had given assistance and advice to International Relations Clubs and to a number of International Work Camps. In September and October it was launching an essay and poster competition on Unesco in the schools of member states. To help in the improvement of textbooks, Unesco was drawing up criteria and principles which might assist countries in revising their textbooks and in producing new ones. Miss Luffman also drew attention to the Unesco Exhibit on Teaching about the United Nations which was to be seen at the end of the Conference Hall; to the List of Films and Filmstrips and the Bibliographies which Unesco had issued for the use of those concerned with developing international understanding among young people; and to the reprint of the two centre pages of the *Unesco Courier* for June which was devoted to the work being done by Unesco and in the Member States on Teaching about the United Nations. Copies of these documents were available for the delegates. She said how glad she would be if members of the Conference would ask her any questions they wished on Unesco's educational programme.

THE DEVELOPMENT OF PSYCHOLOGICAL SERVICES IN EDUCATION

The CHAIRMAN opened the discussion on the draft recommendation on the development of psychological services in education.

(*Mr. Latif took the chair.*)

TEXT OF THE DRAFT RECOMMENDATION N° 25

The International Conference on Public Education,
Convened at Geneva by the United Nations Educational,
Scientific and Cultural Organisation and the International Bureau of
Education, and being assembled on the 28th June for its eleventh
session, adopts on the following recommendation :

The Conference,

Considering that the lengthening of the period of compulsory attendance at school, the movement to provide secondary education for all, and the world-wide increase in the school population, impose on schools a progressively larger share of responsibility for the education of children,

That such education is unlikely to be effective unless, while taking account of the diversity of cultures, it is adapted to the psychological characteristics of the individual child,

That the teacher, owing to the multiplicity of his ordinary duties, is not always able at the same time to be fully conversant with the psychological sciences and their applications,

Recommends to the Ministries of Education of the various countries :

1. That the application of educational psychology, which can be effective only through the co-operation of a great number of teachers, should be guided by the advice of specialists,

2. That efforts should be made to guide the studies of each pupil in the light of expert interpretation of the results of psychological examinations,

3. That, as far as possible, educational psychology services should be organised to deal in particular with the following problems : detection both of backward and of talented children, re-adaptation of maladjusted children, educational guidance and selection, adaptation of school curricula and testing of the results of different educational methods,

4. That it should be possible for school authorities to submit for examination by a specialist in psychology, children whose scholastic backwardness, bad behaviour, or abnormal attitudes, indicate social maladjustment, and children who would appear to constitute a special problem of guidance,

5. That, so far as possible, the pupils should not be graded solely on the results of tests but that efforts should be made to determine the psychological characteristics of each child and to adapt his studies thereto,

6. That the number of pupils submitted to examination by the psychologist should not be so great as to hinder him from carrying out his duties with the requisite care and attention,

7. That the work of the educational psychologist should not be confined to the examination of individual cases but that he should be able to co-operate with the teacher in analysing the results of educational methods used and in adapting such methods to the level of mental development reached by the pupils,

8. That the status granted to psychologists should enable them to carry out their duties with the maximum efficiency,

9. That the salaries of educational psychologists should be consonant with the importance of their specialized and responsible services to education,

10. That the training of educational psychologists should consist not only in the acquisition of theoretical knowledge and a greater or lesser number of test techniques, but also in personal research and a period of probation in medico-psychological consultation, educational guidance, etc.,

11. That this training should not be confined to psychology but should also include all the essential educational subjects as well as periods of probation in the teaching services, to allow of useful cooperation with teachers, doctors, and the pupils' families,

12. That the training of specialists in psychology should bring them into contact with a wide range of experience ; it should lead to a diploma from a specialized institute, a bachelor's degree or a doctor's degree,

13. That refresher courses should be established for teachers who wish to devote themselves particularly to assisting educational psychologists in their work.

VOTE ON THE DRAFT RECOMMENDATION No. 25 CONCERNING THE DEVELOPMENT OF PSYCHOLOGICAL SERVICES IN EDUCATION

Preamble :

After some remarks and suggestions by the CHAIRMAN and Messrs. KÄRRE (*Sweden*), NOUSS (*Syria*), Mme. CARUSO (*Italy*), Messrs. NELSON (*Australia*) and PARKYN (*New Zealand*), the following text was put to the Conference :

“Considering that the lengthening of the period of compulsory attendance at school, the movement to provide secondary education for all, the growing complexity of the modern world and the world-wide increase in the school population, impose on schools a progressively larger share of responsibility for the education of children,

“That such education is unlikely to be effective unless it is adapted to the psychological characteristics of the individual child,

“That the teacher, owing to the multiplicity of his ordinary duties, is not always able at the same time to be fully conversant with the psychological sciences and their applications.”

(This text was unanimously adopted.)

(Mr. Abraham took the Chair.)

Article 1.

After an exchange of views between the CHAIRMAN and Messrs. GRANDJEAN (Switzerland), PIAGET (*International Bureau of Education*), GAL (France), BOREL (Switzerland), WILSON (*United Kingdom*) and SALVEMINI (Italy), the following wording was put to the vote of the Conference :

“1. That the application of educational psychology, even though this can be effective only through the co-operation of teachers, should be guided by the advice of specialists.”

(This text was adopted.)

Article 2.

After discussion in which the CHAIRMAN and Messrs. GRANDJEAN (Switzerland), VANÁ (Czechoslovakia), PIAGET (*International Bureau of Education*) GAL (France) and PARKYN (*New Zealand*) took part, the text of the French version was put to the Conference in the following form :

“2. Que l'on s'efforce d'orienter les études de chaque élève en recourant à des examens psychologiques interprétés suivant les conseils d'un spécialiste.”

(This text was adopted.)

Mr. PARKYN (*New Zealand*) stated that, as rapporteur, he would revise the English version of the article later.

Article 3.

Mr. WINTER (*Luxemburg*) proposed that the words “vocational guidance” should be inserted after “educational guidance and selection”.

Mr. WILSON (*United Kingdom*) proposed that, in the English version, the words “remedial treatment” should be substituted for “re-adaptation” and that “in consultation with the teachers and school authorities, the . . . ” should be inserted after “educational guidance and selection”.

After discussion between the CHAIRMAN and Messrs. PARKYN (*New Zealand*), WILSON (*United Kingdom*), PIAGET (*International Bureau of Education*), WINTER (*Luxemburg*), GAL (*France*) and Mrs. BRUNN (*International Labour Office*), the following text was put to the approval of the Conference :

"3. That, as far as possible, the psychological services should be organized to deal in particular with the following problems: detection both of backward and of talented children, remedial treatment of maladjusted children, educational guidance and selection, vocational guidance and, in consultation with the teachers and school authorities, the adaptation of school curricula and testing of the results of different educational methods."

(This text was adopted.)

Article 4.

(The text of this article was adopted.)

Article 5.

The CHAIRMAN read the amendment submitted by Mr. LATIF (*Pakistan*): After the words "each child", add the words "with special reference to his or her social, cultural and economic background."

After some discussion, in which the CHAIRMAN and Messrs. PARKYN (*New Zealand*), VASSILAKIS (*Greece*) and PIAGET (*International Bureau of Education*) took part the following text was put to the Conference :

"5) That the pupils should not be graded solely on the results of tests but that efforts should be made to determine the psychological characteristics of each child, with special reference to his or her social, cultural and economic background, and to adapt his studies thereto,"

(This text was adopted.)

Articles 6, 7 and 8.

(The text of these articles was adopted without discussion.)

Article 9.

This article led to an exchange of views in which the CHAIRMAN and Messrs. WILSON (*United Kingdom*), PARKYN (*New Zealand*), CHENG (*China*), GAL (*France*) took part.

(The text of this article was adopted without amendment by 12 votes to 5.)

Article 10.

Mr. NELSON (*Australia*) suggested that the word "etc." should be deleted at the end of this article.

The CHAIRMAN proposed that the words "such work as" should be added after the words "and a period of probation in".

(These two amendments were adopted.)

Article 11.

(The text of this article was adopted without discussion.)

Article 12.

As the result of an amendment to the English text proposed by Mr. LATIF (*Pakistan*) and after an exchange of views between the CHAIRMAN and Messrs. PIAGET (International Bureau of Education) PARKYN (*New Zealand*) and CARNEIRO (*Brazil*), the following text was proposed to the Conference :

"12) That the training of specialists in psychology should bring them into contact with a wide range of practical experience ; it should lead to a diploma from a specialized institute or to a university degree, ".

(This text was adopted.)

Article 13.

(The text of this article was adopted without discussion.)

The CHAIRMAN put to the vote the recommendation as a whole.

(The text of the recommendation was unanimously adopted.)

The CHAIRMAN thanked the rapporteur, Mr. Parkyn, for his goodwill and for the valuable help which he had given.

REPORT FROM FINLAND

The CHAIRMAN called upon the delegate of Finland to present his report.

Mr. SCHRECK (*Finland*) made some comments on the report on educational movements in his country and then replied to the questions put to him by Messrs. MERECY (*Belgium*), WILSON (*United Kingdom*) and KÄRRE (*Sweden*).

REPORT FROM INDIA

The CHAIRMAN called upon the delegate of India to present her report.

Mrs. JOHARI (*India*) introduced the report on educational developments in her country during the past year. She then replied to the questions put to her by Messrs. HUSAIN (*Pakistan*), WILSON (*United Kingdom*), VAJDA (*Hungary*) and BA LWIN (*Burma*).

By the words "forced separation" was meant "by the force of circumstances"; this was merely a statement of fact.

The financial resources devoted to education varied in the different provinces. When the subsidies to be paid by the Federal Government were decided, account would be taken of the revenue of each province.

The modern languages taught in secondary schools were those of present-day India, and the language in which teaching was given was that of the region in which the school was situated. At the universities, lectures were still given in English, but this would gradually give way to the language of the region, in accordance with a five-year plan. English would of course remain as a branch of study.

There were several types of secondary school, including agricultural schools open to any who wished to attend them. After a basic education which was identical for all pupils, the differentiation was made at the secondary school level.

Military training at school was still in the initial stage. It consisted chiefly of physical education designed to help the physical development of each child.

"Basic" education was modelled on the Wardha system, the only difference being that it was not self-supporting.

Adult education had at first been directed towards the eradication of illiteracy. Efforts were now being made to promote further education and instruction in civics.

Pre-school education was not yet organised on the governmental level; it was given in several private institutions.

A special department had been set up in the Ministry of Education for the study of the problem of cultural relations with other countries; it was responsible for the development of those relations on as wide a scale as possible.

Miss LUFFMAN (*Unesco*) recalled that the reports would be published jointly by the International Bureau of Education and *Unesco*. She asked whether the delegate of India would agree to make a few minor changes in her report, which would make it acceptable to Pakistan.

Mrs. JOHARI (*India*) agreed to this proposal.

REPORTS FROM THE UNITED KINGDOM

Mr. RICHARDSON (*United Kingdom*) presented the report on educational developments in England and Wales and replied to the questions put to him by Messrs. d'HARTOY (*Dominican Republic*), GAL (*France*), KÄRRE (*Sweden*), STERGES (*Luxemburg*), JONES (*United States*), NELSON (*Australia*), MERECY (*Belgium*) and LEBRUN (*France*).

The organisation of secondary education into three parts : classical, technical and general culture was the basis of the Education Act 1944. Several school authorities wished these three types of education to be given in the same building. But no such multilateral schools were yet in existence. Compulsory attendance at school until the age of 15 years was a measure which was now in force throughout the country. The Government has granted facilities for the provision of materials for school buildings. As regards budgetary provision for school buildings, there was a tendency for the share borne by the State to increase and that borne by the local authorities to decrease.

Mr. WILSON (*United Kingdom*) explained that with regard to rural education, there were schools for pupils from 11 to 15 years of age and institutes for pupils from 16 to 18 years. A third type of school was contemplated which would correspond to secondary technical education and would include facilities for intellectual development.

The shortage of women teachers for primary schools was only one aspect of the general shortage of teachers. Other causes were the increase in the birth-rate in the United Kingdom and the fact that the salaries of women teachers were slightly lower than those paid to men. A committee had been set up to consider this question, but it had not yet published its report. Certain measures for dealing with this difficulty were under consideration : for example, the construction of better buildings, opportunities for girls not particularly gifted intellectually to be admitted to teachers' training colleges, and arrangements for half-time teaching to be given by girl students of 15 to 18 years.

Students trained under the Emergency Teacher Training Scheme would be admitted to ordinary teachers' training colleges. Many of these colleges would be converted into permanent teachers' training colleges. The Ministry and the local authorities would put forward and compare reports on the Emergency Teacher Training Scheme.

Mr. ANDERSON (*United Kingdom*) said that the report on Scotland had been circulated and that he would be glad to reply on the following day to any questions that might be put to him. He drew attention, however, to the fact that he was seated beside his friends the English delegates. He earnestly hoped that this example of two neighbouring peoples who had once been divided by bitter hatred and were now united by many common interests would bring hope for a better future to the other peoples of the world.

(The meeting rose at 8 p.m.)



ELEVENTH MEETING

Saturday, 3 July, at 9 a.m.

Chairman: Mr. Marcel ABRAHAM

The CHAIRMAN declared the meeting open and announced that it would continue to deal with further national reports.

REPORT FROM POLAND

Mr. BARBAG (*Poland*) made some remarks on the report on educational developments in his country and replied to the questions put to him by MESSRS. PAPAGERAKIS (*Greece*), KÄRRE (*Sweden*), KADHIM (*Iraq*), VANÁ (*Czechoslovakia*) and VAJDA (*Hungary*).

The numerous schools of art were under the authority of both the Ministry of Culture and Fine Arts and the Ministry of Education. There were such schools at the secondary education level and also at the higher education level. Singing and music were taught in all the primary and secondary schools.

The following four foreign languages were taught in schools: English, French, German and Russian; only three were taught before the war.

It was not possible at the present time to estimate the number of illiterates. Before the war 20% of the population had been illiterate, but the situation had changed. There were more illiterates in the eastern part of the country than in the west. They were found particularly among old people, and it was hoped that this problem would soon be solved.

In 1947, 3,500 students had taken supplementary courses to prepare themselves for the university, and the results had been excellent.

There was no unified system of training for teachers apart from the emergency training courses instituted after the war. Efforts were being made to ensure that this training should be of university grade for all the students undergoing it.

Primary schools were under the authority both of the State and of the local authorities. There were also a few private schools.

School textbooks were published by the State. The State Publishing Office had published 35 million textbooks during the last three years. Some textbooks were also published by private firms.

About 20% of the teachers were not fully qualified. They had to take holiday courses and correspondence courses; the results were very good.

Mr. FALSKI (*Poland*) submitted to the Conference three proposals of general interest: 1) that the International Bureau of Education should consider the means of ensuring a certain standardisation of the data given in the reports from the various countries; this would facilitate comparison; 2) that a regular reciprocal exchange of official documents should be instituted between the Ministries of Education in all countries; 3) that consideration should be given to the question of the admission of all young people, without exception, to schools of every grade.

The CHAIRMAN observed that the Polish delegate's second proposal was similar to that submitted by Mr. Lebrun (*France*). These proposals would be referred for study to the Council of the International Bureau of Education and to the Unesco-I.B.E. Joint Committee.

Prof. PIAGET (*International Bureau of Education*) thanked the delegate of Poland for his suggestions. The Council of the International Bureau of Education would consider them most sympathetically.

Mrs. JOHARI (*India*) also suggested that the possibility of fixing a later date for the Conference in future years should be considered, so that each country could submit as complete a report as possible on the school year, which ended in June.

The CHAIRMAN assured the delegate of India that this suggestion would also be considered.

REPORT FROM SWEDEN

Mr. KÄRRE (*Sweden*) introduced his country's report and answered questions from Messrs. TELEPNEF (*Honduras*), VASSILAKIS (*Greece*), WILSON (*United Kingdom*), ANDERSON (*United Kingdom*), LATIF (*Pakistan*) and JONES (*United States of America*).

The teaching of Spanish had recently been introduced, as an option, in the upper classes in a few secondary schools. Such teaching had previously been given in certain private schools and commercial colleges.

Vocational guidance was the responsibility of the Employment Exchange Office, Juvenile Department. The staff of that Department examined school pupils during their last year at school and, in co-operation with the teachers, guided them in the choice of a vocation. Similar guidance was also given two years earlier, when pupils could choose between various branches of study.

The word *sloyd* had become an international expression to denote handicrafts as a whole.

At the present time syllabuses in the state schools were fixed which served the purpose of providing a uniform basis for professional training of various kinds, but there was a tendency at present towards greater freedom. As regards methods on the other hand action even now took the form of giving directions and suggestions rather than prescriptions.

The system of "school curators" had been in operation in a few schools for a number of years and was very helpful to the pupils. The school curators dealt with practical matters connected with excursions, celebrations, holiday camps, etc. They also had to help and advise any pupils who asked them for assistance with educational, social or financial difficulties, and dealt with scholarships, etc.

Teachers' salaries were fairly high at present—about 14,000-17,000 crowns for senior secondary school teachers, 11,000-15,000 crowns for junior secondary teachers and about 8,000-11,500 for primary school teachers, all as regards teachers on the permanent staff. The first consideration in the fixing of salaries was the time of training for different groups of teachers.

The travelling schools followed the Lapp populations, numbering some 6,000 persons, in their wanderings.

REPORT FROM SWITZERLAND

Mr. BOREL (*Switzerland*) made brief comments on the report on educational developments in his country during the past year and replied to questions put to him by Messrs. HORASANLI (*Turkey*), FRANÇOIS (*France*) and VANÁ (*Czechoslovakia*).

The Confederation made special grants for education to the mountainous cantons and to those in which several languages were spoken.

The certificates awarded by the technical secondary schools were a qualification for industry or practical work. There was no federal examination to provide a common standard.

Secondary education was divided into two stages: the first, from 12 to 15 years of age, was free throughout Switzerland and the pupils were provided with school supplies free of charge. Tuition at the senior secondary schools was not free but, generally speaking, the enrolment fees were very low.

Pupils moved from primary to secondary schools without any qualifying examination. They were transferred on reports from the primary school teachers.

REPORT FROM SALVADOR

Mr. AMY (*El Salvador*) was prepared to answer any questions which might be put to him on the report of his country, which had been distributed.

The CHAIRMAN proposed that, at future Conferences, a letter of the alphabet should be drawn from a hat and that the country so chosen should begin the presentation of the reports.

REPORT FROM CZECHOSLOVAKIA

Mr. VANÁ (*Czechoslovakia*) emphasized the most important points in his country's report which had already been distributed to delegates. He then answered questions put to him by Messrs. GAL (*France*), d'HARTOY (*Dominican Republic*), FERREIRA DE ALMEIDA (*Portugal*) and Mr. AMY (*El Salvador*).

Primary education comprised five classes for children from six to eleven years of age. It was followed by secondary education, from eleven to fifteen years.

There were further courses for teachers in several towns and they were held on Saturdays and Sundays so that all could attend.

In addition to the ordinary rural schools, special agricultural schools, with a course lasting two years, had just been established; all young country-people had to attend them at the end of the period of compulsory schooling.

Representatives of the students could be present at examinations in a consultative capacity. The details of this new system had been decided on by the university authorities.

The "Open Door Day" was to give pupils in secondary schools an opportunity to see something of higher education at close quarters; it included visits to laboratories, lectures specially arranged for them, regular courses, etc.

The organisation of school children on a self-governing basis was designed to accustom them to community life and to ensure that life inside the schools was organised on practical lines.

REPORT FROM TURKEY

The CHAIRMAN called upon the delegate of Turkey to present his report.

Mr. HORASANLI (*Turkey*) presented the report on educational developments in his country and replied to the questions put to him by Messrs. SALVEMINI (*Italy*), HUSAIN (*Pakistan*) and RICHARDSON (*United Kingdom*).

There were more illiterates among women than among men. The proportion of illiterates varied in the different regions. In large centres, it had decreased to 20%, whilst in the remote provinces it might be as high as 70%. The average might therefore be taken to be 50%; it was hoped that this proportion would be considerably decreased during the next ten years as a result of the activities of the

“village institutes”. Twenty-five of these institutes had been set up in rural areas and had produced 20,000 trainees for the teaching profession; this would enable schools to be opened in the 40,000 villages in Turkey.

REPORT FROM NEW ZEALAND

Mr. PARKYN (*New Zealand*) presented the report on educational activities in his country. In reply to Mr. VASSILAKIS (*Greece*) he gave some information on the selection and education of specially talented children. Primary education was the same for all children. When, at about the age of eleven, children reached the intermediate school (corresponding to the first stage of secondary education) they were frequently grouped into different classes at the same grade-level in accordance with their general intelligence and attainments. All classes at the same grade-level studied the same basic subjects but there was a tendency towards varying the content of the different subjects to suit the different levels of ability in the different classes; and in addition to this common core of subjects pupils could then choose from a wide range of optional subjects those best suited to their abilities and interests. When, therefore, at about the age of thirteen years they moved to the next stage of secondary education valuable information was available to assist them in making the best choice of their secondary school course.

REPORT FROM PORTUGAL

Mr. FERREIRA DE ALMEIDA (*Portugal*) made a brief statement on educational developments in his country. He said that he was at the disposal of any delegates who might wish, after the meeting, to ask for further details.

REPORT FROM IRAQ

Mr. KADHIM (*Iraq*) made some remarks regarding the latest educational tendencies in his country and said that he would be at the disposal of delegates after the meeting to reply to any questions which might be put to him.

CLOSING OF THE CONFERENCE

Mr. CARNEIRO (*Brazil*) wished to express, on behalf of his country, his deep appreciation of the value of the work which had been done during the Conference. The problem of primary and secondary education was very difficult in Brazil, and the information on their experiences given by the delegates of all countries, together with the noble and generous ideals which had been expressed, were of the greatest value. He also wished, in his capacity as a member of the

Executive Board of Unesco, to express his gratitude to the International Bureau of Education, which had always striven to bring about unity of thought in the educational field. He was sure that all the delegates would agree with him in saluting Professor Piaget as a master. He would report to the Executive Board of Unesco the main results of the Conference, the impression of harmony which it had left, and, in particular, the recommendation on the development of international understanding among young people and teaching regarding the United Nations, which would certainly be useful to Unesco for the draft which it was to submit to the Conference at Beirut. Lastly, he was glad to see that the International Bureau of Education, an associate of Unesco, constituted an essential link between the United Nations Educational, Scientific and Cultural Organisation and the countries which were not yet members of the latter.

Mr. JONES (*United States*) stated that the American delegation appreciated the privilege of being able to participate in this International Conference on Public Education organised by the Unesco-I.B.E. Joint Committee. The co-operation between the International Bureau of Education and Unesco was very satisfactory; it gave cause for greater hopes for the future. He remarked on the excellence of the preparatory work and the organisation of the Conference and thanked the Director, Mr. Piaget. He congratulated the Chairman on his efficacy in conducting the discussions. He personally had been delighted to meet old friends and to make new friends, and he hoped to see them all again soon.

Mr. CHATILA (*Syria*) wished to pay tribute to the patience and talent of the Chairman, whose own work was already known to him and who had been able to dissipate any passing clouds by his wit and culture. He would carry away with him a very pleasant memory of the discussions. He then paid tribute to the International Bureau of Education, the modesty and disinterestedness of whose Directors he much admired. The publications of the Bureau were widely known and used in his country. He wished to pay tribute to Unesco, the successor of the International Institute of Intellectual Co-operation, and expressed his admiration for the work of the United Nations and of Unesco and his sincere desire to see their aims achieved at the earliest possible date. He hoped that educationalists would succeed in training young people imbued with a spirit of justice and anxious to fulfil their duty as citizens and as men.

Mr. VANÁ (*Czechoslovakia*) thanked the International Bureau of Education and Unesco for having convened this Conference, which had once more enabled a review to be made of what was being done in the educational field. He expressed his particular gratitude to the

Director, the Assistant Director and the staff of the Bureau. He was sure that the ideas expressed at this Conference and the resulting exchange of views would bring the participants a step nearer to the goal which they all had in view : to achieve, through education, truly international co-operation.

Miss LUFFMAN (*Unesco*) wished, before the Conference closed, to sum up the situation. The Conference had been most profitable, both from the point of view of personal contacts and from the point of view of the information collected and the recommendations drawn up. She enumerated the suggestions made for the purpose of improving the working of the Conference and asked the delegates to send their requests on this subject to the organisers. She expressed her deep gratitude to the International Bureau of Education for all its work and wished particularly to thank Mr. Rossello, who worked modestly all the year for the success of the Conference. She then thanked the Chairman, who had striven so valiantly to "exhaust the subjects for discussion before the delegates were exhausted", and the delegates themselves for their co-operative spirit during this week of strenuous work.

Mr. PIAGET (*International Bureau of Education*) stressed that this Eleventh Conference on Public Education had been one of the most encouraging held so far. The International Bureau of Education was grateful to the Conference officers and the delegates. This Conference had proved how closely educational problems were linked with social and political problems and how complicated the latter were. However, the constant centre of interest had been educational questions and the strong feeling which might have been aroused had always been kept in check.

He wished to thank the delegates for their untiring patience and their willingness to confine themselves to educational topics. He thanked the Chairman, Mr. Abraham, who had conducted the discussions with so much lucidity, the Vice-Chairmen : Mr. Jones, a great specialist, Mr. Alexits, with his intelligent enthusiasm, and Mr. Latif, with his lively personality. He wished to pay tribute to the experience and skill of the Rapporteurs, Messrs. Dottrens, Parkyn and Carneiro, and to the speed with which the joint Unesco-I.B.E. secretariat had worked and the skill of the interpreters. He wished to thank Mr. Rossello and to emphasize, that everything which had been said to the Director of the International Bureau of Education should be shared equally with his Assistant-Director ; he also thanked Miss Gampert, the General Secretary, whose unobtrusive work was so efficient. He assured Miss Luffman that her presence at this Conference, together with that of Dr. Beeby, had strengthened the relations between Unesco and the International Bureau of Education.

The CHAIRMAN wished first of all, to thank the previous speakers for their kind remarks. He apologized for having concentrated so much on restricting the duration of the discussions, as the agenda for the Conference had been very full. Summing up the results of the Conference, he remarked that the recommendation concerning the teaching of handwriting would provide useful information for Unesco in its work of organizing fundamental education; that concerning school psychologists had shown the need for co-operation between the psychologists and teachers; and finally, the recommendation concerning the development of international understanding had made it possible to approach that serious question with a combination of idealism and realism, prudence and generosity. The commemoration of the centenary of the death of Marc-Antoine Jullien had been an opportunity to put forward recommendations which should be very seriously considered and linked with those proposed by the delegates of Poland and France. The International Bureau of Education and Unesco would be able to study them with the problem of educational terminology, which they were already considering. The work had proceeded in an atmosphere of objectivity and scrupulous accuracy and had proved the value of co-operation between men of good will working on behalf of children and young people. He thanked the representatives of Unesco, Dr. Beeby and Miss Luffman, the Piaget-Rossello "tandem", the Vice-Chairmen, who had given him such valuable help, the Rapporteurs whose patience and skill in the use of words had been admired by all. He expressed his gratitude to Miss Gampert, Mr. Korniszewski and Mr. Mallet for the monographs they had written, to the interpreters, the translators, minute-writers and the whole secretariat. Finally, he expressed his thanks to Switzerland and, in particular, to the Genevese Authorities, for their hospitality. He hoped to meet all the delegates again at next year's Conference.

He declared the Eleventh International Conference on Public Education closed.

(The meeting rose at 2 p.m.)

TEXT OF THE REPORTS

THE TEACHING OF HANDWRITING

Report by Mr. Robert Dottrens

INTRODUCTION

The first thing that one notices in reading the report on the teaching of handwriting, the results of which have just been communicated to you, is the duality of the tendencies manifested in several countries in the teaching of this subject as in many other fields of education.

On the one hand, there is the classic and sociological conception according to which the school should prepare the children for the demands of social life. Opposed to this there is the new education conception based on psychology which, without disregarding the necessities which the first fulfils, demands also that account should be taken of the children's possibilities and of their need for activity.

But in the teaching of handwriting there are two particular difficulties to solve, according to whether writing is considered as a means of expression or as a means of communication.

Whether one wishes it or no, writing (the signs of writing) change with the aesthetic influences which characterize each epoch.

On the other hand, handwriting does not escape the demands of our industrialised civilization which is characterized by the need for speed demanding the capacity to write rapidly. It is thus convenient to distinguish :

1. The nature of handwriting signs and of the characters whose forms and groupings evolve along the same lines as the graphic arts and arts in general.

2. Teaching methods. Some methods endeavour to make all the pupils acquire a handwriting of a definite type, others envisage a systematic graduated teaching, enabling children to write as well as they can during their school days. The one is a school handwriting, the other a personal handwriting.

This is the reason why, there is a handwriting problem for which various solutions have been found or which is still demanding the attention of school authorities and teachers.

The very fine report for which Miss Gampert is responsible, will provide all who are preoccupied with this question a rich harvest of facts and of suggestions of great value.

This is all I need say since you all have in your hands a brief summary of the essential points.

I. PLACE GIVEN TO THE TEACHING OF HANDWRITING

Initiation and Acquisition of Skill

Instruction in reading and writing is, in all countries, the principal element in the syllabus for the first year of compulsory schooling, which almost always corresponds to the first year of primary education.

The infants' school generally paves the way for such systematic instruction. The importance which child psychology attributes to sensory and motor education as a form of initiation to intellectual activity, is well known. Such education is becoming increasingly the special field of pre-school education, which is influencing an ever-growing number of children as the number of institutions concerned with it—kindergartens, nursery schools, infants' schools—are increasing in most countries.

Although the teaching of writing seldom has a definite place in pre-school education, as the children are not made to form letters, it is obvious that there are many activities which lay the foundations for such teaching. The idea of the activity school and functional education seems to have been most successful in this field. Learning to distinguish shapes and colors, cutting-out, modelling, pasting things together, drawing, games, and even building with bricks, are all means of training children physically, functionally and mentally for writing. Although it is not taught as such, writing is thus, to some extent, one of the matters with which infants' schools are concerned. In a few countries, however, writing is taught systematically in the year before compulsory education begins. The most important consideration is that the child should be sufficiently developed psychologically to be able to assimilate, without too great difficulty, signs as abstract as the characters used in writing. Most of the countries which answered the Bureau's questionnaire, consider that such instruction cannot begin before the age of 6, or even 7, (20 countries gave 6 ; 17 gave 7). In 5 countries and 2 Swiss cantons, teaching does, however, begin with rather younger children (5 or 5½), and in one country, Siam, with children of 3 years of age.

Training and Improvement

Instruction in the technique of writing generally occupies the first two years in the primary school. The child then has to be trained to write flowingly and the quality and speed of writing has to be improved. For that purpose, writing exercises generally continue until the end of the primary stage, although specific lessons are not always given. Penmanship is steadily losing its place in the primary schools syllabus. It is looked upon as an instrument to be improved in all written exercises but not as an end in itself.

Beyond the primary school stage, there is seldom any systematic instruction in writing. Only a few countries have retained hand-writing lessons in the syllabus for the junior classes in secondary schools. Others provide courses, when necessary, to correct imperfect writing, or to teach ornamental writing. Courses of the latter type really have a fairly important place in commercial schools and certain technical colleges.

Writing also has its place in Teachers' Training Colleges, particularly in connection with teaching methods. Generally speaking, applicants for training as teachers are required to write a good hand. For instance, in certain countries, a test or a mark for writing is a compulsory part of the examination or is essential for the award of the Teachers' Certificate.

How much time is allotted to the teaching of writing in the various classes? The data on this point obtained from the questionnaire is necessarily somewhat indefinite and insufficient for any precise comparisons to be drawn from it. It can only be stated that, at the beginning, during the period of instruction, on which much time must be spent, there is a preference for short daily lessons instead of 3 or 4 longer lessons per week. The acquisition of the skill is thus made easier, as the child's interest is not exhausted by having to maintain the effort for too long a time. This is clearly a law of instruction to be followed in any educational system designed for use with young children.

II. METHODS AND STYLES OF WRITING

Fundamental Principles

The essential problem in the teaching of writing is still that of the method to be used, for it is that which determines the syllabus, materials and often the type or style of handwriting.

The traditional, classic method is simple. The child is made to draw strokes and loops with a pencil and later with a pen, and then has to copy sample letters of the cursive style of handwriting used by adults. Although that method is still in use in many schools, it is

no longer favoured by those interested in improving the teaching of writing in the light of the latest discoveries in educational sciences.

Research by educationists, psychologists, hygienists, and artists in the last twenty years has shown the value of a practical initiation and preliminary practice in writing; it has also demonstrated two principles of functional education which have inspired most of the methods developed in the last few years.

The first is a psycho-physiological principle which takes account of the child's physical and mental particularities. Today we realise that it is impossible to make all children hold the pen in the same way. The length of the fingers, shape of the hand and the way in which it joins the wrist vary from individual to individual. It is therefore necessary to discover the way of holding the pen which is natural to each child, the way he unconsciously holds it when he is writing freely, the way to which he will revert even if the school makes him hold it in another way.

Once this attitude is accepted, the abandonment of the method of writing by pressure, characteristic of the so-called English handwriting, becomes necessary; instead, the method of writing by traction must be adopted, in which the thick and thin strokes are obtained not by a certain method of holding the pen, imposed on the child, and by the pressure of the nib in making down-strokes, but by the use of special bevelled nibs. Before these nibs, which produce the so-called "ribbon" writing, are introduced, young pupils use blunt nibs which produce a type of writing, without thick or thin strokes, which is called "cord" writing.

The second principle relates to the psychology of education. Studies in child psychology have shown that the simpler the forms are, the easier it is to understand them, assimilate them and reproduce them. Therefore it seems to be acknowledged that the characters used in traditional cursive handwriting are too complicated for the stage of mental development and motor ability of a young child starting to write. The latest methods prefer to begin with much more simplified characters, resembling or identical with print script. Some methods, designed to present the letters in their most elementary and simplified form, have reverted to the latin capitals found in old stone inscriptions. Thus the unlinked script writing, with which we shall be concerned later, has been developed.

The report of the International Bureau of Education shows that the two new principles are not universally applied, but that several countries, particularly in the last ten years or so, have introduced, or at least encouraged the use of methods based on them. Uniformity in the method used is, in any case, seldom found throughout a country. The report does, however, mention the names of a few methods which are peculiar to certain countries; there are also, in some instances, official instructions setting out the principles to be followed.

From the purely teaching point of view, the methods might be separated into two main categories: one synthetic and the other sentence or analytical, according to whether they begin with a study of the elements and work progressively up to the whole or whether they first take the whole and then analyse it. This problem concerns theories of teaching as a whole and does not directly affect the actual teaching of writing. Suffice it to say that the synthetic methods are those more generally used and that the sentence or ideo-visual methods, which consist in making the child write out a whole word or sentence before the study of separate letters, are only used in about a dozen countries.

Whether the synthetic or the sentence method is used, however, it is generally agreed that the techniques of writing and reading should be taught simultaneously during the first year in which they are studied. They are interdependent, and each enables the other to be more forceful. The adoption of printed characters at the beginning is helpful to this dual teaching. In some countries, however, writing is for preference not taught before the child can read these characters.

Different Kinds of Cursive Writing

Generally speaking, as was observed at the beginning of this report, there is a tendency to drop the old fashioned copper plate writing—the so-called English style—which requires too much trouble and time to learn, is never used later on by most pupils and is seldom written by grown-up people, in favour of simpler styles combining legibility with speed. Three main types emerge:

1. Styles deriving from the "English": simplified linked letter forms, upright or slanting, retaining certain loops and down strokes which are produced by traction and not by pressure;

2. Styles deriving from script, linked or unlinked letter forms, upright or slanting, with no loops or down strokes;

3. "American" styles, slanting and linked, called in the International Bureau of Education's report "filiform" writing. It is also called rapid writing, since, being long and based on a technique of muscular training, it aims at great rapidity.

Moreover, in spite of the new principles, whose efficacy seems to be in doubt in some quarters, the traditional English style still prevails in a few countries and in certain schools. This is shown in certain pupils' exercise books to be seen at the Exhibition of the International Bureau of Education.

Those methods in which script writing is advocated, praise its clearness and the ease with which the children manage to write the signs. It consists entirely of straight strokes and circles and is therefore a form of writing by drawing, very easy to learn and to use. But can it be considered as a current form of writing? Opinions

differ. Three methods of procedure are therefore suggested, once the script is learnt : 1) transition to a linked script, either upright or slanting ; 2) disuse of script and adoption of a simple linked writing or a filiform writing (in the latter case, two types of writing will in fact have to be learnt successively) ; 3) retention of the original script, whilst gaining speed by passing to a slanting writing acquired by turning the exercise book ; the letters may remain unlinked or become linked naturally, as may be more convenient to the pupil.

It would be worth while to examine in detail the problem of liaison—so important and so difficult, as is well known to technicians. The very form of the characters depends on liaison : for example, loops were introduced to allow of letters being linked. Loops are not necessary for rapid writing, and they are one of the reasons for the poor quality of cursive forms of writing. People who have learnt to write with loops do not always use them, but, at the present stage of research, it is difficult to give an opinion on the advisability of their retention or suppression.

With the exception of certain countries which insist upon or recommend officially a uniform type of writing in all schools, the replies to the inquiry with their accompanying work from pupils show that a great variety of types, ranging from the traditional English to an unlinked script, are often in use in the same country. Both the choice of the writing and the method of instruction are usually left to the initiative of the school authorities, the headmaster of the school or even the individual teacher. Even in cases where a uniform type is adopted, moreover, account is taken of the pupil's personality so that he may not be prevented from developing his own style.

Writing in Eastern Countries

Up to the present we have mentioned only Latin types of writing. It is clear that non-alphabetic writing gives rise to different teaching problems, particularly as regards the material used, movement techniques and certain assimilation procedures. The replies from seven countries using these kinds of writing have not, however, furnished sufficient detail on this subject to enable any interesting comparisons to be drawn up. At first sight, any writing which consists of ideo-graphic signs, composed of extremely complex elements, such as Chinese, appears very difficult to learn. Apparently, however, no more time is devoted to learning these than to learning Latin writing. On the other hand, they require many more exercises : writing which is done with a brush is considered as an art. In all these kinds of writing, quality is more important than speed and, by comparison with Latin types, they should be assimilated to ornamental or decorative writings. Such, at any rate, is the effect pro-

duced on us by the fine specimens of work done by pupils which we can admire in the Exhibition.

Certain modern pedagogical principles have also had some influence on the teaching of these kinds of writing. For example, mention is made of the simultaneous teaching of writing and reading, and in certain countries great importance is attached to practical initiation and preliminary exercise. Thus, the Montessori method is favoured in certain provinces of India.

Materials Used

Reverting to the Latin scripts, modern methods have emphasized the importance of tools and equipment. Writing by traction, which we have tried to define, requires broad, soft nibs designed to fit the child's hand and to develop supple fingers. Before they are used, chalk is first employed for exercises on the black-board. The use of the slate and hard pencil is not advised, on educational as well as health grounds. After chalk, paintbrushes, coloured pencils, soft black lead pencils and, lastly, special nibs (bevelled, flat, blunt, etc.) are used. The use of such nibs seems to be increasing, although the pointed nib is still mentioned in many of the replies.

Furthermore, it must not be forgotten that modern civilisation has developed the fountain-pen. Generally speaking, the latter does not seem to be considered suitable for the child learning to write. In those countries in which its use is permitted in the senior classes, teachers are advised to ensure that it is carefully chosen, so that it shall not spoil the pupil's handwriting.

After the tool, comes the material on which the child does his first exercises. We have just mentioned the black-board, and the slate. The choice of paper also has to be considered. For educational reasons, the use of note-books by beginners has been prohibited in some countries; instead, loose sheets are used. For educational reasons also, ruled lines are omitted and the first exercises are done on unlined paper, sometimes slightly tinted, or on squared paper.

However, in the majority of countries, preference is still given to lined exercise books, with double or triple ruling for the younger children and single ruling for the older ones. The use of copy books for writing is becoming less frequent. They are sometimes necessary for certain methods employed and serve as textbook guides.

Although the inquiry undertaken by the Bureau only mentions it in passing the question of school furniture cannot be overlooked when speaking of the equipment necessary for the teaching of writing. For educational reasons as well as for reasons of health and hygiene, it is essential that the child should maintain a good sitting position when writing. This will depend in large measure on the type of seat and table or desk placed at his disposal.

III. APPRECIATION OF HANDWRITING AND SCALES OF EVALUATION

Although handwriting is considered less and less as a subject in itself, we have seen that the pupil is obliged to pay attention to his writing every time he writes. It is a habit which contributes to his general education. What system should one employ to encourage him to write well and to control his progress ?

Several countries award marks for good presentation and legibility of written work, marks which influence the general appreciation of work and which sometimes count in examinations. Others are satisfied to require neat and legible written work without awarding marks for writing.

The control of progress, the measure of the quality and speed of writing have been the subject of research in the United States for a long time, and have resulted in the establishment of scales for evaluating handwriting, of which the best known are those of Thorndike and of Ayres. These are used in several countries, while others have drawn up national scales taking into account the inherent factors of the country itself, such as that of Buyse-Piscart in Belgium. This question of experimental education is still in its infancy and is likely to develop. Certain countries have undertaken research involving the collaboration of psychologists and members of the teaching profession.

IV CONTEMPLATED REFORMS AND CONCLUSION

We will end with several general remarks. Nothing is static in the teaching of handwriting. On several points we have just examined reforms are either being carried out or being prepared in several countries. Two opposing currents are often noticeable, one selecting in particular clarity and individual character of handwriting symbols, and the other uniformity and speed. The æsthetic element takes precedence over the practical and utilitarian element and vice-versa. Handwriting should be beautiful and harmonious but it should also serve as a means of easy communication. On the other hand, in order to guarantee quality, handwriting should not exceed a certain speed. However difficult it may be, the conciliation of these two opposing views is not impossible.

The report of the International Bureau of Education finally asks whether it will not be necessary to envisage a more general use of the typewriter and to include the teaching of typewriting in the curriculum of the last classes of compulsory schooling. It is true that this is not teaching of handwriting but this question deserves to be considered at the present time.

We believe that we have shown the problems of the teaching of handwriting to be sufficiently vast to hold the attention of an International Conference on Public Education. The recommendation that the Conference will be called upon to draft cannot advocate any specific style or method of teaching; while recognising the importance of the psychological and educational problems that the teaching of this fundamental technique raises, the recommendation should also insist on the artistic, social and economic bearing of its results.

In the fight against illiteracy which is becoming intensified in our time, handwriting and reading play a predominant role. It is important that the teaching of handwriting should be inspired by guiding principles which will facilitate this while defining the purpose and the means most suitable to obtain the desired results.

TEACHING ABOUT THE UNITED NATIONS AND THE SPECIALIZED AGENCIES

Report by Dr. Paulo Carneiro

The First General Conference of Unesco, held at Paris in 1946, decided that an inquiry should be made into education for international understanding given in primary and secondary schools, as well as in institutions of higher education, in all Member States.

For this purpose, the Secretariat was instructed to carry out a preliminary inquiry into teaching regarding the United Nations and the Specialized Agencies. A questionnaire was therefore circulated, in April 1947, to all Member States. Up to 30 September 1947, the following States had sent to Unesco reports summarising the information collected: Australia, Canada, France, Holland, India, New Zealand, Norway, the Union of South Africa, the United Kingdom and the United States of America. The conclusions to be drawn from these reports reflect the difficulties which such a project is bound to encounter from the beginning and, at the same time, bear witness to the interest which it arouses on all sides.

Encouraged by the replies received, Unesco has decided to submit to the Eleventh International Conference on Public Education a few suggestions and recommendations on this subject.

The general purpose of this project is to develop in children and adolescents an interest in the ideal of international understanding which it is the task of the United Nations and its Specialized Agencies to promote. The children and the youth of today are thus to be integrated in the schemes for social and political reform on which the world of tomorrow will be built.

The United Nations depend above all on the support of world public opinion. The organisation can never become stable and permanent without the help of the youth of the world. If the latter is to be educated for this purpose, it must be associated at once with the work to be carried out.

Teaching regarding this subject in general will of course vary, in its content and method, according to the age, the ability and the interests of the young students, and also according to the present state of education in each country. It can, however, be taken for

granted that this teaching must include the essential facts regarding the United Nations and its Specialized Agencies. It should bear in particular on their principles and aims, showing how they fit in with the long series of man's efforts to enable an increasing number of individuals, in ever spreading groups, to live a happier and more useful life. The United Nations and its Agencies should be shown as an organic whole, in which each element is working for the common aim, which is to eliminate the scourge of war, to reaffirm faith in the fundamental rights of man, to establish the rule of justice, to advance social progress and to ensure for all a better and freer life.

Such teaching would fail in its purpose if it did not appeal in the first place to the child's feelings and imagination. For this purpose, a complete system can be designed to help the child to understand what the United Nations are, with the help of pictures, illustrations, songs, plays and carefully chosen stories. In this way he will come to feel a friendly interest in the children of other countries, their songs, dances, games and the way they live. Celebrations in honour of great men, who have distinguished themselves as "citizens of the world" and of certain events of universal interest, will also promote the aims and ideals of the United Nations. Local examples such as a Post Office, a factory, a municipal health centre, can also be used to explain the scope of the work for society carried out by the Universal Postal Union, the International Labour Office and the World Health Organisation. The children will quickly understand the guiding principles of the United Nations and its Specialized Agencies if they are reminded of their practical activities, such as the work of the International Children's Emergency Fund, or the reconstruction which Unesco has undertaken in the war devastated countries.

For adolescents, the teaching may deal with the structure and activities of United Nations from the technical and legal points of view. The essential aim is to develop the feeling that the individual's duties towards the community of Nations are an extension of his civic duties.

The most varied means will naturally be used to make the structure and work of the United Nations and its Specialized Agencies known in every quarter: notice boards, meetings, clubs and study groups, school publications, competitions, ceremonies, processions and festivities, expeditions, exhibitions, etc.

Specialized teachers must be trained to give such a new and complex form of instruction, appealing to feeling as much as to intelligence; there must also be research work and monographs, conferences, film shows and broadcasts, debates, bibliographies and exhibitions of documents and charts.

Outside the schools, all local organisations, such as workers' associations, parish unions, philanthropic societies, rural organisations, women's clubs, public libraries, museums, the newspapers,

radio and theatre, should help to illustrate the manifold branches of the work of the United Nations and its Specialized Agencies, in co-operation with the educational authorities.

Suitable material for this purpose is still scarce and inadequate. A large scale campaign in this field will necessitate considerable efforts on the part of the United Nations and its Specialized Agencies as well as on the part of Governments. Unless there is a supply of pamphlets adapted for use in schools, periodical bulletins to maintain general interest, films and broadcasts, it will not be possible to ensure that such teaching is carried on with the necessary regularity.

The task which Unesco is setting before its various Member States is a long-term undertaking on a world-wide scale. It is of fundamental importance for the peace and well-being of mankind. By learning to appreciate and admire the work and the ideals of the United Nations and its Specialized Agencies, young people will be prepared to serve those ideals.

THE ROLE OF SCHOOL PSYCHOLOGISTS

Report by Mr. G. W. Parkyn

INTRODUCTION

Among the many problems raised by the institution of compulsory school attendance, one of the most serious was due to the presence of children who, because they were insufficiently developed mentally, considerably hindered progress in the classes to which they were assigned by reason of their physical age. In the interests of all, a method of detecting as soon as possible children who were suffering from a real intellectual deficiency, had to be found, firstly to prevent them from retarding the education of the normal children and, secondly, in order to give them an education adapted to their condition.

The detection of backward children was the first problem which those who might be called school psychologists tried to solve. The Frenchman, Alfred Binet, has the credit for the first discovery of a quick and reliable method of assessing intelligence.

Subsequently the scope of school psychology steadily increased. There were several reasons for that development. Firstly, as those responsible for the detection or education of backward children gained experience, they realised that there were different forms of backwardness, which they wished to diagnose more accurately, in order to give the child an education better suited to his needs. Secondly, the extension of the period of compulsory attendance at school and the movement to provide secondary education for all, increased the number of cases of children who were unsuitable for normal school life.

The extension of the period of compulsory schooling also necessitates the introduction of varied school curricula, related to the child's future occupation. Social developments are lessening the importance of environment in comparison with individual capacity in determining the choice of a career. Educational guidance based on a preliminary psychological examination of the child must then be considered.

Such guidance, however, is of full value only if the various methods and school curricula are themselves adaptable to the mental capacities of the children being taught. For that reason, school psychology must also be concerned with the planning of school syllabuses, with teaching methods and with the supervision of the pupils' progress.

AIMS OF EDUCATIONAL PSYCHOLOGY

The main problems with which educational psychology is faced at present are as follows :

- a) Detection of backward children
- b) Diagnosis and treatment of maladjusted children
- c) Educational guidance and selection
- d) Drawing up of curricula and testing of educational methods.

As a result of the investigation carried out by the International Bureau of Education, sufficient data has been collected on the above mentioned questions to help in forming a general idea of the present state of the question.

We would recall here that the detection of backward children is practised in a great many countries. Three different methods are used.

In some countries, all the children who appear to their teachers to show signs of mental backwardness are examined by school doctors and specialized educationalists. In others, groups of psychological workers examine all the children at the beginning of their school attendance, giving intellectual and sensory tests. Finally, in still other countries, the teachers of the youngest classes in the primary schools submit their pupils to tests of the Binet-Simon type.

The diagnosis and treatment of difficult children is carried out in clinics, by means of medico-educational consultations, in specialized medico-educational laboratories, and wherever there are educational psychologists.

The chief tasks of educational psychology would appear, however, to be educational guidance and the testing and adaptation of educational methods, but these are only practised in certain privileged centres which have sufficient staff.

METHODS OF PSYCHOLOGICAL EXAMINATION

We do not think that the role of school psychologists can be clearly understood without an adequate knowledge of the methods used in educational psychology. Such methods are, of course, adapted to the different aims in view.

For the detection of backward children, the Binet-Simon type of scales for the assessment of intelligence are used. Such scales enable a mental age to be fixed, which, when compared with the real age, makes it possible to discover, broadly speaking, how serious a case of intellectual retardment is. Tests of this sort must generally be taken individually.

The determination of a general level of intelligence is not enough to make a diagnosis, which must enable the nature of the deficiencies or, more frequently as it seems, maladjustments, to be specified. For that purpose, a much more precise examination of formations and motives must be made. The inquiry carried out by the International Bureau of Education shows that the use of tests for such examinations is universal; this emphasizes the need which psychologists feel for a method of assessment which is as objective as possible. Having regard to the complexity of such problems, however, we are not surprised to learn that a great number of different types of tests are employed.

Important works dealing with each of the tests used have been published. We would merely mention that such tests must generally be taken individually and that the results of one individual's responses to different tests must be correlated to be interpreted. The interpretation of results must be done by an experienced specialist. Moreover, as is observed several times in the report on the inquiry, all such tests are still inadequate to deal with many cases; clinical research must be carried on.

To deal with the educational guidance problems which arise for many pupils, collective examinations are apparently most frequently given by means of tests of intelligence and ability. Such examinations are also sometimes included among the methods used to solve problems of adjustment to school.

PERSONS AND INSTITUTIONS RESPONSIBLE FOR EDUCATIONAL PSYCHOLOGY

What we have just said about the aims and methods of educational psychology, shows that a number of people must assist, at different levels, in the psychological services.

After consideration of the information contained in the publication mentioned above, it appears that there is not at present any means of determining which of these people should be considered as school psychologists. They are often teachers or doctors who, in the course of their ordinary duties, co-operate with the school psychology services.

In the junior classes in primary schools, it is most often the teachers who give mental tests to their pupils or other pupils in the school in which they teach. In secondary schools, the various types of educational psychology work may be entrusted to teachers.

In many places, children who have intellectual difficulties are examined by teachers trained to work with handicapped children or the head-teachers of certain special schools. In some instances, school inspectors are responsible for educational psychology. Certain doctors who have specialized in psychology may also undertake such work and then deal mainly with maladjusted children.

In certain countries the chief service required of educational psychology is the solution of problems of school guidance and advisers on vocational guidance may be made responsible for the work. In other countries, the services of such specialists are only occasionally asked for by the schools and they give private consultations.

In a few countries, university professors of psychology provide or administer the various educational psychology services.

Finally, in those countries in which the school psychology services are best organized, the work is in the hands of full-time specialists.

Mention should also be made of the institutions which deal, at various levels, with specific problems of school psychology, such as vocational guidance centres, which also train future vocational advisers. Sometimes there are national or local institutes for educational research, whose psychological branches assist in the preparation of school syllabuses. Such institutes occasionally have a consultation service by which maladjusted children may be examined. Some such institutes also train specialists in applied psychology.

Lastly there are services, consisting of several doctors, psychologists and psychological assistants, dealing specially with the examination and treatment of difficult children.

TRAINING OF EDUCATIONAL PSYCHOLOGISTS

We will now consider the different kinds of training which are undergone by persons practising educational psychology.

Teachers in ordinary schools who submit their pupils to ordinary intelligence tests have usually had the same psychological training as the other teachers. In some countries they can go further by studying for certain diplomas.

Teachers in charge of abnormal children who have at the same time to carry out psychological tests, have had a more thorough psychological training; they have studied the psychology of abnormal children and have besides often attended refresher courses.

Some universities organise evening classes and refresher courses for teachers actually engaged in teaching who wish to specialize in educational guidance. Persons engaged in vocational guidance and who are also responsible for educational guidance have often followed a special two years' training course in specialized institutes.

Finally, persons who intend to devote themselves entirely to educational psychology often have a very complete professional training. They hold in many cases a bachelor's degree and in still more cases a doctor's degree. Their studies nearly always include psychology and education, sometimes one and sometimes the other predominating. In some countries where psychologists do not normally teach, they are sometimes required, in order to be fully qualified, to do several years' teaching before practising.

The theoretical and practical training of future educational psychologists is carried out in certain institutes of university standing. A diploma from these institutes, which may be obtained after three or five years' study, according to the particular case, is considered as adequate for enabling a student to practise educational psychology. The institutes are often called "institutes of psychopedagogy", which indicates the nature of their curricula.

STATUS OF EDUCATIONAL PSYCHOLOGISTS

The countries which replied to the inquiry have given little information on the position of teachers who, besides their teaching duties, share to a greater or lesser extent in the practice of educational psychology. It is, however, clear that these teachers are often relieved of some of their teaching duties and receive a higher rate of salary in view of their more specialized knowledge.

Educational psychologists who have had a complete training work under the orders of the central or local school authorities, according to the educational system in force in the various countries. Their salaries vary with the degree of specialization and with the range of their responsibilities. Where a connection exists between the salaries of educational psychologists and those of members of the teaching profession, the former are usually a little higher.

In some countries, educational psychologists assist the school doctor. In these cases, it is generally recognised that the salary of the psychologists is inadequate.

NUMERICAL DATA REGARDING EDUCATIONAL PSYCHOLOGY

As no system of educational psychology has yet been established in any country, it is difficult to give any useful information on the number of educational psychologists. It may, however, be said that the most privileged centres have the full-time services of one educational psychologist for 1,200 school children. There is often only one fully qualified psychologist for 15,000 to 30,000 children. He can only carry out his work with the help of teachers who have had some psychological training, and he can only examine individually 150 to 400 children.

The examinations which affect the greatest number of pupils are those concerned with educational guidance. In some centres, for example, all pupils in the senior classes of primary schools are submitted to these examinations. In other centres, the examinations are carried out periodically (every three years or sometimes every year).

Tests for detecting degrees of backwardness, are sometimes applied to all the children in the junior classes and are carried out for the most part by the teachers.

CONCLUSION

The present achievements of educational psychology may appear somewhat meagre by comparison with the needs. It must not be forgotten, however, that educational psychology is still in its infancy, and the booklet published by the International Bureau of Education and Unesco gives promise of a rapid development. It also brings out the real need for the establishment of educational psychology services. Several countries have already realised this and intend to apply it generally in one way or another. Is this decision enough? If action is confined to a limited organisation in one field of application, the authorities will surely be obliged, in a very short time, to contemplate extensions for which the system chosen may prove insuitable.

We see moreover that it is possible, in solving the problems to be dealt with by educational psychology, to receive help from all the members of the teaching profession, who are particularly qualified to collaborate in this work on account of their psychological training and their intimate knowledge of children.

The institutes of applied psychology in which the future psychologists are trained can also make an effective contribution to the practice of educational psychology and, with the help of their students, undertake valuable research work.

The above few remarks indicate that the widespread establishment of educational psychology services is perfectly practicable and that it would not involve too numerous a staff. The possibilities of adapting such services to local circumstances are also considerable. As can be seen, indeed, in certain cases the educational psychologists can devote some hours to teaching, have a private practice, or belong to the psychological service of a hospital.

The existence of such situations is a further proof of the great efforts which have been made with a view to the extension of the educational psychology services. It is also an excellent augury for those who wish to see an increasing number of children benefiting from these services, which are bound to help their full development.

In 1937, the VIth International Conference on Public Education considered one aspect of psychology as applied to schools—the psychological training of future educationalists. The XIth Conference has now to give its opinion on another aspect of the same problem—the role of school psychologists. We have seen what a close relationship exists between these two subjects. Collaboration between teachers and psychologists is essential, and it can scarcely be achieved without a certain interpenetration of the two trainings: pedagogical training for psychologists and psychological training for teachers.

PROBLEMS SUGGESTED FOR THE CONSIDERATION OF DELEGATES

I. *The Application of Psychology in the Schools*

a) How far should it be the work of classroom teachers :

1. To estimate the extent of the scholastic and intellectual backwardness or maladjustments of their pupils,
2. To diagnose the various types of backwardness and maladjustment and the different factors which operate in the case of each individual pupil,
3. To prepare the necessary modifications of curriculum required for the education of backward and maladjusted children, and, where the nature of such pupils makes this possible, to undertake remedial treatment,
4. To give educational and vocational guidance to pupils at the commencement and at the end of their secondary schooling ?

b) Under what circumstances would it appear desirable to guide and to supplement the work of the classroom teachers :

1. By the work of colleagues on the staff of each large school who might be specially trained in educational psychology,
2. By the work of psychological clinics staffed with educational psychologists, child psychiatrists, and social workers ?

II. *The Training of Personnel*

a) What kind of basic training in educational psychology should be given :

1. To students preparing themselves for the teaching profession in the different grades of schools,
2. To students and teachers preparing to take up the more specialized work of educational psychologists, counsellors, social workers, and similar posts ?

b) How can the existing agencies concerned with teacher-training—the universities, the teachers' training colleges, etc.—be developed in such a way that they may co-operate in the task of training students and teachers for the work envisaged ?

TEXT OF THE RECOMMENDATIONS ADOPTED BY THE CONFERENCE

RECOMMENDATION No. 23 TO THE MINISTRIES OF EDUCATION CONCERNING THE TEACHING OF HANDWRITING

The International Conference on Public Education,

Convened at Geneva by the United Nations Educational, Scientific and Cultural Organisation and the International Bureau of Education, and being assembled on the 28th of June for its eleventh Session, adopts on the thirtieth of June, nineteen hundred and forty-eight, the following recommendation :

The Conference,

Considering the value of essential techniques as instruments of culture and teaching and as indispensable elements in fundamental education,

That writing is not only an educational technique but also a means of expression and an art which should combine a personal style with the maximum elegance,

That the rhythm of modern life demands more and more speed in writing,

That the advances made in educational psychology and experimental teaching suggest the possibility of methods progressively better adapted to the latent capacity of the child,

That the purpose in view is to enable every child to write as well as he is able at a reasonable speed,

Whilst taking into account the diversity of languages and systems of handwriting,

Submits to the Ministries of Education of the various countries the following recommendation :

1. The improvement of the teaching of handwriting should be the constant concern of school authorities and educationists ;

2. While enjoying a large measure of autonomy, the teacher should be able to base his teaching on methods already perfected in accordance with the most recent discoveries of educational science ;

3. A sufficiently long period of concrete, sensory and motor initiation, enabling the child to use his creative ability, ought to precede the learning of letter forms and the actual technique of writing ;

4. The systematic teaching of handwriting ought not therefore to begin with very young children ;

5. In order that the teaching of handwriting may be vital and functional, it should be given simultaneously with the teaching of reading ;

6. A clear, plain and harmonious handwriting should be evolved from simplified letter forms, adapted to the perceptive and assimilative powers of the child ;

7. It is desirable that the form of the characters put before children should evolve in accordance with current aesthetic ideas ;

8. In the early stages, implements inducing suppleness of the hand should be used : soft brushes, soft pencils, blunt pen nibs ;

9. Once the elements of writing have been mastered, a cursive writing combining quality with speed should be taught, though each child should be allowed to develop his individual handwriting ;

10. Handwriting should not be considered as an end in itself but as a means to be improved whenever written work is done ;

11. For children between 12 and 15 years of age—when the handwriting of adolescents changes—it is desirable that corrective teaching should be given, adapted as far as possible to individual needs ;

12. The institution of objective scales designed to aid the evaluation of handwriting is desirable ;

13. Teachers should be trained to give a rational teaching of handwriting, and should themselves have a neat and legible handwriting ;

14. In view of the importance of health considerations in the teaching of handwriting, particular care should be taken in the choice of furniture, of writing materials and, of lighting for classrooms.

RECOMMENDATION No. 24
TO THE MINISTRIES OF EDUCATION
CONCERNING
THE DEVELOPMENT OF INTERNATIONAL
UNDERSTANDING AMONG YOUNG PEOPLE AND TEACHING
ABOUT INTERNATIONAL ORGANISATIONS

The International Conference on Public Education,

Convened at Geneva by the United Nations Educational, Scientific and Cultural Organisation and the International Bureau of Education, and being assembled on the 28th of June for its eleventh session, adopts on the second of July, nineteen hundred and forty-eight, the following recommendation :

The Conference,

Considering that one of the chief aims of education today should be the preparation of children and adolescents to participate consciously and actively in the building up of a world society, rich in its diversity, yet unified in its common goals of peace, security and a fuller life for every human being,

That this preparation should include not only the acquisition of skills, but more particularly in the information and the development of psychological attitudes favourable to the construction, maintenance and advancement of a united world,

That this preparation should be adapted to the capacities of school children of all ages and to the teaching conditions peculiar to the different countries of the world,

Submits to the Ministries of Education of the various countries the following recommendation :

1. That all teaching should help to develop a consciousness and understanding of international solidarity ;

2. That life in all educational institutions should be so organised as to develop in the pupils and students a sense of responsibility and social co-operation, necessary for better understanding between the peoples, and that the various forms of social life being organised at different stages of study should be such as to interest young people in the problems of the world of tomorrow ;

3. That a sense of duty towards the world community be developed as an extension of civic duties ;

4. That international understanding, based on mutual respect among nations and on an appreciation of historical development be encouraged by all possible means, including, for example, the commemoration of the great pioneers of human progress and the celebration of special days of world-wide interest ;

5. That in this connection the United Nations and its Specialized Agencies, their purpose and principles, their structure and function, be studied objectively and with scrupulous accuracy. Whatever may be the weaknesses of these institutions, they should be viewed as a unified and growing system and considered as a part of the long series of man's attempts to develop international understanding, to remove the scourge of war, affirm faith in fundamental human rights, establish justice, promote social progress and ensure freedom and better standards of life for all ;

6. That as this instruction is new and complex and should appeal as much to the heart as to the head, teachers who are themselves imbued with the spirit of international understanding should be specially trained to carry it out both by direct and indirect teaching as an integral part of all education ;

7. That local organisations, such as public libraries, museums, youth clubs, girl guides' and boy scouts' groups, should assist, in collaboration with the school authorities, in developing a spirit of co-operation amongst young people and, at the same time, in presenting the various aspects of the United Nations, its Specialized Agencies and kindred organisations ;

8. That having regard to the responsibilities of adults as parents and citizens, steps should be taken to promote an intelligent understanding of international organisations by means of popular adult education ;

9. That suitable audio-visual and other material should be prepared, taking into account the age and mental development of the young people and adults to whom it is to be presented and the importance of making the pictures aesthetically satisfying ; and that young people and adults should be encouraged to take part in the preparation of such material, which should be designed with some reference to studies of child psychology concerning children's reactions to films ;

That systematic arrangements should be made for the wide distribution of such material ;

10. That textbooks of different countries be re-examined as often as possible, with a view to eliminating the passages that would be likely to lead to misunderstanding among nations, and to incorporating materials that would lead to fuller appreciation of world co-operation ;

11. That the educational authorities of different countries exchange views and information on the nature and results of this teaching in order to make the best use of their experience ;

12. That the Ministries of Education and other educational authorities use their influence to encourage the creation of international understanding amongst young people, and to assist teaching about international organisations which are working for the promotion of world peace.

RECOMMENDATION No. 25
TO THE MINISTRIES OF EDUCATION
CONCERNING
THE DEVELOPMENT OF PSYCHOLOGICAL SERVICES IN
EDUCATION

The International Conference on Public Education,
Convened at Geneva by the United Nations Educational, Scientific
and Cultural Organisation and the International Bureau of Educa-
tion, and being assembled on the 28th June for its eleventh session,
adopts on the second of July, nineteen hundred and forty-eight the
following recommendation :

The Conference,

Considering that the lengthening of the period of compulsory
attendance at school, the movement to provide secondary education
for all, the growing complexity of the modern world, and the world-
wide increase in the school population, impose on schools a progres-
sively larger share of responsibility for the education of children,

That such education is unlikely to be effective unless it is adapted
to the psychological characteristics of the individual child,
That the teacher, owing to the multiplicity of his ordinary duties,
is not always able at the same time to be fully conversant with the
psychological sciences and their applications,

Submits to the Ministries of Education of the various countries
the following recommendation :

1. That the application of educational psychology even though
this can be effective only through the co-operation of the teachers,
should be guided by the advice of specialists ;
2. That efforts should be made to guide the studies of each
pupil in the light of expert interpretation of the results of psycholo-
gical examinations ;
3. That, as far as possible, the psychological services should
be organised to deal in particular with the following problems :
detection both of backward and of talented children, remedial treat-
ment of maladjusted children, educational guidance and selection,
vocational guidance and, in consultation with the teachers and school
authorities, the adaptation of school curricula and testing of the
results of different educational methods ;

4. That it should be possible for school authorities to submit for examination by a specialist in psychology, children whose scholastic backwardness, bad behaviour, or abnormal attitudes, indicate social maladjustment, and children who would appear to constitute a special problem of guidance ;
5. That the pupils should not be graded solely on the results of tests but that efforts should be made to determine the psychological characteristics of each child, with special reference to his or her social, cultural and economic background, and to adapt his studies thereto ;
6. That the number of pupils submitted to examination by the psychologist should not be so great as to hinder him from carrying out his duties with the requisite care and attention ;
7. That the work of the educational psychologist should not be confined to the examination of individual cases but that he should be able to co-operate with the teacher in analysing the results of educational methods used and in adapting such methods to the level of mental development reached by the pupils ;
8. That the status granted to psychologists should enable them to carry out their duties with the maximum efficiency ;
9. That the salaries of educational psychologists should be consonant with the importance of their specialized and responsible services to education ;
10. That the training of educational psychologists should consist not only in the acquisition of theoretical knowledge and a greater or lesser number of test techniques, but also in personal research and a period of probation in such work as medical-psychological consultation and educational guidance ;
11. That this training should not be confined to psychology but should also include all the essential educational subjects as well as periods of probation in the teaching services, to allow of useful co-operation with teachers, doctors, and the pupils' families ;
12. That the training of specialists in psychology should bring them into contact with a wide range of practical experience ; it should lead to a diploma from a specialized institute, or to a university degree ;
13. That refresher courses should be established for teachers who wish to devote themselves particularly to assisting educational psychologists in their work.

TRIBUTE TO MARC-ANTOINE JULLIEN OF PARIS

ADDRESS BY Mr. P. ROSSELLO

(Assistant Director of the International Bureau of Education)

Mr. Chairman, Ladies and Gentlemen,

In the course of rummaging among the book-stalls on the banks of the Seine, a Hungarian pioneer of the organisation of education on an international plane, François Kemeny, discovered a copy of "*Esquisse et vues préliminaires sur l'éducation comparée*"; he presented it to the International Bureau of Education and it is now in the French stand at the Permanent Exhibition of Public Education.

What a wonderful lesson in modesty for all the workers in the International Bureau of Education who read this study!

We had thought that, with our inquiries and our International Bulletin, we were blazing a new trail. But our gropings turned out to be merely a second discovery of America, for, as far back as 1817, a Frenchman—unknown, not to say forgotten—had realised what might be the rôle, and particularly the technique, of international co-operation in the field of education.

It was indeed a lesson in modesty, but it was also an encouragement. In finding that our Institution was thus rooted in the past, that we had an enlightened "ancestor", as he would have been called in Marc-Antoine Jullien's own time—and this word has now come back into fashion—we realised that we were on the right road and that we had only to persevere along it.

The reading of the "*Esquisse et vues préliminaires sur l'éducation comparée*" aroused our curiosity. It made us want to understand better the astonishing and complex personality of the author.

And then—for chance is the best organiser—we discovered in Paris one of Marc-Antoine Jullien's great-grandsons, the writer Charles Foley, to whom I think the Conference might send a message.

The meeting with this old man was delightful. He was surprised that anyone should be interested in his great-grandfather and, deeply touched, bequeathed to the International Bureau of Education all the souvenirs of his ancestor which were in his possession.

In order to comply with the Chairman's instructions, I will not read a "report" on Marc-Antoine Jullien. Neither will I put forward a draft recommendation to add to our already full agenda.

But it seems to me that we should be doing poor honour to the memory of Marc-Antoine Jullien if we confined ourselves to a platonic tribute.

Ought we not to take advantage of this centenary to decide to introduce, or extend, in the curricula of teachers' training colleges and educational institutes, instruction concerning comparative education? Could any better means of promoting international understanding be imagined than giving teachers an opportunity to understand and respect what is being done in the field of education in foreign countries? Why should we confine ourselves to the *history* of teaching whilst neglecting the *geography* of education? Why should future educationalists be taught to consider educational events solely from the point of view of time without learning to compare them in space?

By revealing the many practical solutions that may be found for an educational problem, by making us realise the paradoxal nature of certain scholastic conflicts, comparative education teaches us to smile. And surely an educational problem at which we can smile is already half solved.

Another practical tribute that might be paid to the memory of Marc-Antoine Jullien would be to ask the publishers of educational reviews to give much more space to educational developments in foreign countries.

Several of these reviews often reproduce information given in the Bulletin of the International Bureau of Education. It seems to us very desirable that this practice should become general. Would it not be the surest way of convincing school authorities and educationalists that, whilst education should be adapted to the standard of each people, educational problems are fundamentally the same for all, though they may appear in different forms in the different countries.

Finally, would it not be possible to have Marc-Antoine Jullien's booklet reprinted? That booklet is not to be found anywhere today; it contains the famous questionnaires whose only drawback is that they do not conform to the precept of the American professor of comparative education who said "the best questionnaire is one that can be put on a post card".

May I say, finally, how glad the International Bureau of Education is to be able to honour the memory of Marc-Antoine Jullien at a gathering of educationalists representing 46 different countries, meeting here under the chairmanship of Mr. Marcel Abraham, an eminent compatriot of the father of comparative education and the forerunner of the organisation of education on an international plane.

ADDRESS BY Mr. M. ABRAHAM

(Chairman of the Conference and First Delegate of France.)

Ladies and Gentlemen, firstly I should like to thank our friend, Mr. Rossello, who has done so much to make known the ideas and to spread the renown of Marc-Antoine Jullien, for this tribute. I have no doubt that you were all well acquainted with this great man's work but I must admit that more than one Frenchman had only a slight acquaintance with it and would, possibly without realizing it, have overlooked this centenary, had not Mr. Rossello, having restored Marc-Antoine Jullien to life in his excellent little work, suggested this commemoration. Thus, if the International Bureau of Education is, so to speak, the child of Marc-Antoine Jullien, his own fame is to some extent Mr. Rossello's child.

If, more than a century ago, Marc-Antoine Jullien conceived the idea and demonstrated the value of comparative education and intellectual co-operation between the nations, "to establish peace more securely throughout the world as the first necessity for any progress", if he prepared detailed programmes and dreamed of and tried to carry out schemes similar to those of the two great organisations which have invited us to this Conference, it was because, he was able to combine the great ideals of the XVIIIth Century in France with the scientific, systematic and technical outlook of the XIXth Century. An unshakeable faith in reason and the possibility of progress, a passion for liberty, the determination, in spite of difficulties, to establish institutions "founded on reason and a true love of mankind", were his legacy from the great Revolution; he kept faith with that heritage throughout a long and eventful life, in times when it was dangerous to remain obdurate.

As a very young man, a Jacobin and friend of Robespierre, he criticized the excesses of Carrier and Tallien under the Terror, although the legend that he was associated with them dies hard; he refused to defend the surrender of Venice to Austria, as ordered by the Commander in Chief, and was dismissed from his position; after the 18th of brumaire, he attacked the coup d'Etat in his writings. When a high-ranking officer, he visited Mme de Staël at Chaumont-sur-Loire, while he was on leave, and Napoleon exiled him from France. In 1813, he was again arrested for having written a pamphlet recommending Napoleon's deposition. In 1814, he criticized the suppression of the Tricolour to the Comte d'Artois and had to go into exile. In July 1815, when the allied Armies were about to enter Paris, Jullien drafted the "Declaration of the Chamber of Representatives" in which the principles of justice and liberty are affirmed with so

much dignity ; the Monarchy, when restored, replied by depriving him of his military rank, confiscating his possessions and exiling him once more. He had been imprudent, admittedly, but intentionally so. His life was full of such imprudence, which was the deliberate expression of his unshakeable convictions. In 1830, he supported the popular movement and glorified the July Revolution in his pamphlet "*le Bon Sens National*"; right to the end of his life he remained in the fray, championing the cause of oppressed peoples—whether in Greece or Poland—a candidate in every election on the side of progress and liberty, always beaten but remaining unconquerably confident, perpetually a man of action.

Though he remained true to the guiding ideas which give so much vigour to his works, he nevertheless thought deeply about the French Revolution, whose message of liberty, equality and fraternity had been diverted from its original ends and, as it passed across Europe, awakening men's consciences, yet brought much destruction in its train ; he learned that neither revolution nor legislation could alone improve the "condition of man" and "establish the peace of the world" ; he was well aware that teaching must be used to combat ignorance, and education to combat intolerance, and that civilizing principles can only be discovered by observation and comparison of facts, just as a scientist makes his discoveries. It was in action, however, not in the quiet of the study, that he first conceived his method and began his research.

In 1805, when he was on a temporary mission, as a senior officer, in Holland and Germany, he wrote his "*Essai général d'Education*" ; he was in charge of an important section at the War Department when he published the results of his research work ; he was travelling through Switzerland on his way to inspect French troops in Italy when he first visited the Pestalozzi Institute of Education, at Yverdon, to which he was later to send his sons ; he was in Milan when, in 1812, he published his masterly study of the essence of the famous educationalist's method. No, Marc-Antoine Jullien did not wait until the political situation forced spare time upon him before he took an interest in educational problems.

Finally the Restoration came, and brought with it, to begin with—if it is not unsuitable to associate these two words—exile in Switzerland ; he devoted himself entirely to his work ; became friendly with Fellenberg and with Father Girard ; took the Englishman, Bell (the originator of the well-known monitorial system of education) to the Château d'Yverdon, and in the enthusiasm aroused by this educational excitement, and which inspired him to write those lines which seem to me to prove that he was a born prosaist :

"Aux autres Nations donnant un grand exemple
De l'Education l'Helvétie est le temple",

published that "*Esquisse et Vues Préliminaires d'un ouvrage sur l'Education comparée*", which Mr. Rossello has analysed so carefully and which, more than a hundred years before its fruition, contains the germ of an International Bureau of Education, the plan for comparative research and even an elaborate questionnaire.

But Jullien was not content with that. The end he had in view was scientific progress, the dissemination of knowledge—in the 18th century they would have said *enlightenment*—for which a sound system of education was the means and his "*Revue Encyclopédique*" the instrument. In his Letter to the English People on "*l'Union des Peuples et la Civilisation comparée*" (published in London in 1833) he described his method and elaborated his programme: "The famous French scientist, Cuvier, was quite right in concluding, as the result of his meditations, that comparative anatomy and comparative geology were essential for the progress of the sciences of anatomy and geology, which had for so long remained undeveloped. Similarly, it is only by a comparative study of civilizations that our present civilization, which, in spite of its dazzling facade and impressive achievements, still shows deep and distressing traces of the old barbarism, can make progress quickly. Advocating the creation of a *Cosmopolitan Review or Statistical Table of the Progress of the Civilized World*, he set forth the advantages which would ensue from international co-operation: "Such a close bond of union between the nations and a more thorough, wider and more popular study of their means, interests, resources, position, work and the exchanges they can make with one another, should make the progress of intellectual and industrial work more certain, swifter and better directed, and should stimulate all cultured people to greater activity, so that there would be more rapid advances in social development". His scheme for a comparative study of civilization was not concerned only with educational problems; it included movements of population, public works, communications — roads, railways, telegraph, canals — agriculture, commerce, colonies, public administration, law courts, not forgetting public libraries, museums, natural history collections, historical museums, inventions, discoveries and improvements "of every sort", nor overlooking the Arts, Literature or the Theatre—or the Press, for which statistics would be drawn up and the attitude, influence and variations of which would be studied.

This was a tremendous programme, no longer covering only the field of comparative education, as in 1817. There is no Specialized Agency—and above all no Unesco—nor International Conference—I am thinking of the most recent ones—which he does not seem to have foreseen, as he saw all the obstacles which would arise: "I know how powerful the tragic and infectious influence of national prejudices is, even in the finest minds. We are still far from the time when such prejudices will be removed by universal goodwill which will yet allow the deep, moving and honourable love of one's native

land. But, while he realized that politics and the theories and passions to which it gives rise have too often led to strife and bloodshed, he trusted in international co-operation in education, statistics and technical progress, to bring men together.

Such, more than a hundred years ago, were the views of Marc-Antoine Jullien of Paris. Are they not also ours, Ladies and Gentlemen, those which have brought us together beside this peaceful lake to work at one task, inspired by a common faith ? The fact that this forerunner of the International Bureau of Education was also the prophet of Unesco, is not only evidence of his fruitful thinking for the future, revolutionary wisdom and a bold and generous rationalism, it is also a century-old call to co-operation between these two great Organizations. This Conference, in the homeland of education, is a fine example of such co-operation. Better than the most fervent tributes, it proves our loyalty to the message of Marc-Antoine Jullien.

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